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**TEACHERS' LEARNING FROM TEACHERS' DEVELOPMENT PROGRAMS:  
A CASE STUDY**

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A CASE STUDY

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## AFFIDAVIT

I, Yeisy del Milagro Molina Siado, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Jury

*This work is dedicated with all my heart to my family for their love, persistence and inspiration.*

***Yeisy del Milagro Molina Siado***

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## **ABSTRACT**

This thesis intends to analyze the aspects from teachers' learning that are fostered by their participation in Teacher Development Programs (TDP). To explore these aspects, this study draws on ideas about teacher education, teacher training, teacher learning and professional development as presented in the conceptual and literature review sections. A qualitative case study allowed us through narratives, semi-structure interviews and documents gathered to approach the question of teachers' learning as fostered by their participation in TDPs. Four English teachers from a public school in Barranquilla were asked to contribute with the research. The data was coded with the help of qualitative analysis software (Atlas.ti 6.0), emerging themes were categorized construing a general overview about the relationship between professional development and teacher learning. The findings suggest that teacher development programs the teachers participated in have enhanced aspects such as identity, beliefs and ways of knowing. This inquiry makes a much needed contribution to in-service teachers' professional development scholarship, area in which there is little research in Colombia.

Key words: Teacher development, teacher learning, teacher knowledge, teacher beliefs, teacher identity, in-service teachers.



## **CHAPTER 1 INTRODUCTION**

I have been a teacher for a long time, and performing this profession amidst a changing world has kept me renovated. For me and many teachers I know, the learning process is not over when we get our Bachelor's Degree, is just the end of a cycle that continues into our in-service life with processes that are labeled by experts either as training or professional development programs. This research will look into professional development programs and teacher learning, and more specifically will attempt to see teachers as learners in these kinds of programs. There is an assumption in this study in the sense that there is a connection between a teacher who is learning and the quality of their teaching practice.

This relationship between teaching and context have been recognized by authors such as Timperley, cited by Armour & Makopoulou (2012, p.337), who states that “professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated”. Moreover, Hauge, as quoted by Villegas-Reimers (2003, p. 42) adds that “it is agreed that learning to teach is personal (as it depends on the students' personal learning, their pre-conceptions and beliefs about learning and teaching), complex (because of the variety of skills and competences that have to be learned) and context-specific”. In other words, teacher learning feeds from the school context and from their own view of teaching and learning, which makes the process much more complex expanding it from only intellectual knowledge to encompass personal and social knowledges or dimensions as well.

Becoming conscious of teachers' learning process when participating of teacher development programs is significant because the tendency is not to perceive ourselves as learners, we focus more on our teacher's' role and its effects or results in students' performance. There is, therefore, a need to perceive our professional growth from a wider perspective, that of a learning teacher, because a learning teacher will eventually be a better teacher.

These aspects have called my attention since I participated of a professional development program "The Mentoring development program" in 2010. I have wondered since then about many aspects of the teaching profession and one of them is how teachers learn and how professional development programs can help in this process; my concerns have been reinforced by the involvement of the faculty of my school, Instituto Distrital para el Desarrollo Integral "Nueva Granada", in two other teacher development programs, one in 2011-2012, and the other one in 2016. Thus, investigating how teacher learning is fostered by those or other programs will be the main interest in this research.

This study is organized into six chapters. Chapter one, is the introduction that offers a general view of the study and its purpose. Chapter two, presents the rationale, the objectives, and the context of the study. It describes the current situation of in-service teachers in Colombia and Barranquilla and the path that has been taken by the English language teaching regarding the new policies from the government, especially the ones related to teacher development.

In chapter three, a review of the most pertinent topics found in the literature about teacher education, teacher training, teacher development and teacher learning are discussed. Chapter four describes the methodological design, providing an explanation of the

qualitative paradigm that is followed in this research, describing the design, instruments, and data collection procedures used. It also offers a description of how the data is analyzed and interpreted.

In chapter five, the results obtained from each instrument are described, and the findings are discussed under the light of the literature previously reviewed and a new ones consulted because of emerging findings.

Chapter six is the conclusion chapter, which recapitulates the major findings of the research and presents the limitations of the study and suggestions for further research. Furthermore, it expresses the ways this study can contribute with other teacher development projects in Colombia.

## **CHAPTER 2 RATIONALE**

Since I became a teacher, I have been aware of the importance of being updated in my profession. I believe that being a teacher is more than a profession, it is a commitment to our lives, and more than that, a commitment to our students' lives. We teachers should have such dedication to the cause of teaching, that it becomes a live and inspiring process.

Excellent teachers help to educate excellent human beings. Even more, some suggest the relationship is direct into what teachers learn and how they teach their students; Bober, for instance, says that what teachers learn in their subjects areas in their professional development programs regulates, sometimes, what happens in the classroom (Bober, 2004).

The significance of this research arises from the importance of documenting and analyzing the aspects from teachers' learning that are fostered by their participation in teacher development programs. This learning is acknowledged to comprise many aspects, since teachers' learning process is an umbrella term that involves different developmental aims i.e teacher education, in which preservice teachers are educated, and teacher development programs, which address the various needs of in-service teachers. The study is relevant as it serves to inform educational authorities' long term decision making in relation to the type of learning teachers derive from professional development programs. Currently, many policies and programs in place in our context usually come as innovations from the Ministry of Education and/ or the Secretaría de Educación Distrital, and may be perceived as a fashion trend, easily replaced by an upcoming novelty, thus relegating old programs to the shelf without analyzing its impact in the teachers' community; this demonstrates the lack of follow-up or evaluation of such programs. That is why this research is essential for our Colombian context: It will give information about those that have been proposed by

either our local education authorities (Secretaría de Educación Distrital), or the national one (the Ministry of Education) as strategies to reinforce Bilingualism in public schools. It is feasible since our school, IED Nueva Granada and teachers have participated in most of these programs so there is first hand involvement in them. To document the impact of these programs will allow the educational authorities, the institution, and teachers themselves to identify the effect of these programs on the teachers' professional and personal lives and assess whether what was learned in the programs is still being cultivated in our personal and professional contexts or not. In Mizell's words (2010, p. 8), "educators benefit most by learning in the setting where they can immediately apply what they learn — in the school where they work", therefore, this study will help to describe teacher's learning process and the impact it had in their institutional contexts afterwards.

Additionally, it has been reported that, educators who do not learn continuously and do not develop professionally, do not enhance their skills, and as a consequence student learning suffers (Mizell, 2010). The results from analyzing teachers' learning derived from participating in professional development programs will illustrate some of the complexities of teacher's learning (James, 2005) when they take part in such programs, in their roles as adult learners. To see that side of the coin in a teacher's life is a new field of inquiry (Borko, 2004) relevant for me as a novel researcher in this area as well.

## **2.1 Locating the current study**

The English language has taken a privileged place in the globalized world due to global communication and economic, academic and scientific exchange processes. This situation has brought to the front the need of many people to learn English in order to be competent in their jobs or studies. This phenomenon has made seeing ELT (English

Language Teaching) in a new perspective not only around the world but also in Colombia, in the assumption that efforts made in this field might allow citizens to achieve better levels of proficiency in this language and thus increase the country's possibilities in the globalized world.

In this context, ELT has started to take vigorous paths, and Colombia has not been indifferent to these new trends. Thus, the Ministry of Education, decided that investing in strengthening in English would help in the development of the country and have an incidence in the levels of competence of its citizens; National Bilingual Program in 2004 emerged to organize the country's effort in this line.

The National Bilingual Program was based on three pillars: definition and spreading of standards for “educación básica y media”; definition of a coherent national evaluation system; and developing of teacher training projects (Programa Nacional de Bilingüismo, Inglés para todos, 2009). Scholars in Colombia have reported that the inclusion of teachers development programs into the National Bilingual Plan have had a positive effect in our country (González and Cárdenas, as cited by Cárdenas et al., 2011).

In 2013, the Ministry of Education created the Professional Development Policy, and among its functions is to improve academic knowledge and teaching practices (Rodríguez, 2014), which is an important factor to bear in mind in this research: To perceive teacher's learning and how it is enhanced by teachers' participation in development programs.

In regards to research in Colombia about teachers' learning, Rosado (2012) expresses that this type of research is incipient and more related to teacher education and

specifically the way preservice teachers are being instructed. The author cites Cadavid, Díaz, and Quinchía; Fandiño; Gonzalez; Gonzalez; Insuasty and Zambrano; Mendieta; Prada and Zuleta; Rojas; Viáfara, as researchers who have carried out studies in this line. Rosado (2012), who have conducted research about in-service teachers' learning proposed that teachers' learning is a complex system and describes how teachers' learning systems works in EFL classrooms mediated by classrooms interactions, and alongside students' learning systems. Studies found in the Colombian context thus far are focused on teachers initial education, and the one on teacher's learning in interaction with students' learning, but there is no one research in Colombia resulting from this review exploring aspects from in-service teachers' learning that are fostered by teacher development programs.

#### 2.1.1 The specific research context

Instituto Distrital para el Desarrollo Integral “Nueva Granada” is a state educational institution that is located in Barranquilla, a northern coastal city in Colombia. It has 1631 students (male and female). It was initially an elementary school, but since 1993 it became a “Básica Ampliada”, and six years later, the school had its first prom. In 2010, another school named “José J. Martí” was merged with the institution.

The school had two emphases: Academic High School (Profundización: Math and Science) and Technical (Entrepreneurship). For long time, Math and Science have had a leading position in the curriculum, and English was sidelined. Since 2002, Preschool and Elementary started English classes with 1/2 hours a week. Then, in 2008, after making a reflection about English students' performance, the Principal, Coordinators and English teachers, realizing the importance of this language in the world, decided to give English a more predominant space in the curriculum evident in the number of hours assigned to it in

the curriculum: 4/5 hours a week in high school, 3 hours a week in primary and 2 hours a week in preschool. In 2015, the school started to have “Jornada Unica<sup>1</sup>”, and English is still given importance in the school curriculum.

As for the programs lead by Ministry of Education and Secretaría de Educación Distrital, the school has participated in different initiatives. In 2008, the school was included in the group participating in the “Barranquilla Bilingüe” Program in the school district, and 2011 it was chosen, with other two schools, to be part of a pilot program aimed to help schools with English language emphasis strengthen their curriculum.

The pilot program had three main areas: English classes for teachers, institutional “acompañamiento”, and a teacher development program (TDP for its initials) (Rey & Rosado, 2011). This TDP will be included in this study. The whole Programa de Acompañamiento Institucional had four phases: The first was diagnosis, to identify the English level of teachers, revision of the use of standards, projects in the schools, and analysis of students’ scores in the national standardized tests or Pruebas Saber<sup>2</sup>. The second phase was planning, which intended the makeup of groups to start the program in the schools. The third one was a teacher development program, which pursued to work on strengthening of oral and receptive skills and methodology of participating teachers. The last one was the follow-up and evaluation to measure the results of the program.

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<sup>1</sup> It is known as “jornada única” a length of at least 6 hours for preschool and at least 7 hours for primary, middle and high school (or 8 hours including recess and lunch time), in which students carry out activities that are part of the curriculum of the institution. (Departamento Nacional de Planeación, 2014, p. 89) \*Translation from the author.

<sup>2</sup> The National Test for High School, ICFES SABER 11th, applied by Instituto Colombiano para la Evaluación de la Educación (ICFES), is a standardized instrument for external evaluation that belongs to the instruments that make the National Evaluation System up. (MEN, Decreto 869 de 2010, p.1) \*Translation from the author.



In 2016, the National Bilingual Program from Ministry of Education offered the Gestores de Bilinguismo program, a proposal to support “Escuelas Focalizadas<sup>3</sup>”, a strategy that included in situ accompanying processes to teachers and students providing support and follow up to schools that were implementing all the innovations that had been proposed by the National Bilingual program namely, the implementation of a new curriculum, the use of English textbooks and the integration to school life of English international volunteers. The program has three moments: Strategies for school strengthening, teacher practices in the classroom, and enhancement and progress activities.

## **2.2. Introducing my research design**

### **2.2.1 Research questions and objectives**

This research will be carried out to answer the following question and achieve the related objectives.

#### **2.2.1.1 Research question**

What aspects of teachers’ learning are fostered by their participation in teacher development programs?

#### **2.2.1.2 General objective**

To analyze the aspects of Teacher’s learning fostered by their participation in teacher development programs.

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<sup>3</sup> The Ministry of Education through the program “Colombia Bilingüe” decided in 2015 to concentrate on 26 local “Secretarías de Educación”. Each local authority had to nominate schools that fulfilled some requirements, and “Secretaría Distrital de Educación de Barranquilla” chose the schools that had good Bilingual projects and high scores in English in Pruebas Saber. (MEN, personal communication, February 3, 2015) \*Translation from the author.

### 2.2.1.3 Specific objectives

To give answer to the research question, the general objective is divided into these specific objectives:

- Characterize the TDP programs teachers from Nueva Granada School have participated in.
- Characterize Nueva Granada School teacher's learnings as derived from their participation in some TDP programs.
- Relate teachers' learning and the TDP programs characteristics.

## **CHAPTER 3 THEORETICAL FRAMEWORK**

### **Introduction**

This chapter will revise some important concepts dealt with in this research: teacher education, professional development, teacher training, and teacher learning. The purpose of analyzing them is to create a deeper understanding of the relationship between teachers' professional development (TDP) and teachers' learning (TL). The revision will lead the exploration to find out the elements from teachers' learning that are fostered by Nueva Granada School teacher's participation in TDP programs offered by the local and national education authorities.

The concepts revised come from previous studies and from explorations made by authors specialized in the field. The information will be interpreted and presented in such a way that it frames the research.

### **3.1 Teacher education**

In this section, a general view about teacher education will be presented, as well as the current situation of teacher education resulting from policies originating in different countries. Teacher education is a term that encompasses both teacher training and teacher development, concepts which will be explained in the teacher professional development section.

### 3.1.1 Definitions of teacher education

“If you educate a teacher, you educate the whole community”

William James (2005)

Richards and Nunan, cited by Bastidas (2011), say that *teacher education* refers to the development of educational theories, the understanding of teachers’ decision making and the development of self-criticism and self-evaluation. (Free translation by the author). For that reason teacher education covers many aspects of not only teachers’ instruction but also teachers’ personal life.

Teacher education, according to UNESCO (1990) “refers to both pre-service and in-service programs which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development” (p. 2). This definition alludes to the fact that teacher education not only concerns what teachers study in Normal schools<sup>4</sup>, or teacher colleges but also all the educational processes in which teachers are involved when they are in service.

James (2005) cites two definitions regarding teacher education, the first one from the Dictionary of Education, which says that teacher education is all formal and informal activities and experiences that allow a person to be in charge of the educational profession or to work as teacher more effectively. The second one is from Monroe, who states that teacher education is the total education experiences that help a person to become a teacher,

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<sup>4</sup> The first Normal school was founded in 1732 in Germany by Federico Guillermo I, and it is feasible that the term *Normalschule* (Normal school) was used for first time by the Austrian educator Messmer in the 18th century. Its objective was to educate teachers for schools. Nowadays the concept remains worldwide. (Escolano Benito, 1982) \*Translation from the author.

and more than that, all the programs and other experiences given by an educational institution (teacher colleges, normal schools, colleges and universities) in order to prepare an individual with all the competencies needed to teach.

Walker, quoted by James (2005), expresses that the function of teacher education is to produce good teachers, since they will produce good results in preparing their students to face and solve any situation or need in any social context. Furthermore, James (2005) says that there are some main functions and objectives of teacher education, as follows:

- Better understanding of the student.
- Building confidence in the potential teachers.
- Methodology of teaching.
- Building a favorable attitude towards the teacher profession.
- Familiarization with the latest trends in education.
- Familiarization with school organization.
- Creating social insights to live a community life.
- Improving standards or the quality of education.
- Training for democracy.

The first step for the initial preparation of teachers is their pre-service education. As proposed by Calderhead and Shorrock, cited by Villegas-Reimers (2003 p. 42), this initial preparation follows some orientations:

- The *academic orientation*: refers to teachers' subject expertise and sees the quality of the teachers' own education as their professional strength.
- The *practical orientation*: relates to the artistry and classroom techniques of the teacher.
- The *technical orientation*: refers to the knowledge and behavioral skills that teachers require.
- The *personal orientation*: relates to the importance of interpersonal relationships in the classroom.
- The *critical inquiry orientation*: views schooling as a process of social reform, and the role of schools as promoting democratic values and reducing social inequities.

It is very important for universities, colleges and Normal schools to move their look towards and incorporate these orientations in teacher education programs if the goal is to form whole-rounded teachers that may affect changes in their societies and in the planet.

### **3.1.2 Current situation of teacher education**

All the countries want better education for their children. During the Teacher Policy Forum for Sub-Saharan Africa, carried out in 2007 by the UNESCO in Paris, Yates (2007) stated the necessity of strengthening teacher education if the desired goals of Education for All (EFA) program was to be achieved. Looking at this scenario, the quality of teacher education becomes a crucial part of reaching quality education for the children, especially because distance learning(which was the initial solution) has not been effective

or even accepted leaving the face to face modality as the only and recognized option to reach the desired educational goals for the world' children.

Yates (2007) also states that countries such as Finland, Korea, Canada and Cuba, considered as top performers for offering quality education to their students, give a high place to teacher education and their continuous professional development, which gives teachers a high status in such societies. He expresses that “the quality of teachers and their continuing education and training is thus central to the achievement of quality learning – at least until a learner has achieved the means to sustain a degree of independent learning that they need to maintain their wellbeing throughout life” (Yates, 2007, p. 2). The main challenge of teachers nowadays is to keep this continuing process of development in order to reach what the society demands: Quality education for all the children.

Nevertheless, the underlying situation is the real position of teacher education, teachers need to be supported by their governments, they need more resources to keep learning and growing. According to Vaillant (2005), educating teachers is a big challenge for the educational systems, the performance of educators depends on a group of elements: training, resources, incentives, teacher's careers and mentors. For instance, it is frequently said that in Latin America teachers are not well prepared and administrated, and badly paid, which makes teachers not to do a very good job. In “Cumbre Latinoamericana para la Educación Básica” held in Miami (2001), they concluded that Latin-American teachers have a low level of education compared to teachers in the rest of the countries. Villiant (2005) also expresses that several international studies have shown that knowledge and teachers' preparation are an important factor in determining students' performance. Craig,

Kraft and Du Plessis, cited by Villiant (2005), confirm this, by saying that a good initial teacher education is necessary to obtain better results in education.

The scenario of teacher education in Latin America has been dominated by heterogeneity and diversification. Latin American teachers do their initial education in Normal schools, higher education institutions, technical institutions, universities, and private institutions, and, in addition, there are people who work as teachers without having a license to perform their job. Rosa María Torres, cited by Villiant (2005) affirms that the nature of having too many options in teacher education does not permit the implementation of government policies in each country, since these programs require certain unity and coherence in their contents and level of formation. Furthermore, all initial teacher education programs should be revised permanently to know in what ways they really help to develop professional knowledge, and to what extent coherence exists among educational methods, academic tasks and evaluation models (Villiant, 2005).

Another factor that is mentioned by Villiant (2005) is the role of teacher educators, who have been almost forgotten by pedagogical literature and by public and private institutions in Latin America. There is no policy for them either, which is the opposite of advanced countries, where they are essential in the process of educating teachers. It is necessary to create policies that may support their position, in such a way they can properly teach the future teachers of Latin America, and reflect on the important mission they are performing nowadays.

Teacher education in Colombia is very similar to teacher education in Latin America, it is ruled by the same system, in which teacher education is led by Normal Schools, colleges, universities, and private institutions, as well. Nowadays in our country,



Normal Schools are called “Escuelas Normales Superiores” because they can offer elementary, middle school, and high school, as before, but with a new complementary cycle that lasts two more years (UNESCO/IESALC, 2004). This complementary cycle permits student-teachers to enter to the university to IV semester, depending on the emphasis chosen by them. There are 70 faculties of education around the country, which educate teachers, among them there are only two universities specialized in that field: Universidad Pedagógica Nacional in Bogotá and Universidad Pedagógica y Tecnológica de Tunja (UNESCO/IESALC, 2004).

Given that teacher education must be an ongoing process, “the fact that not everything teachers need to know can be provided at preservice level, as well as the fact the knowledge base of teaching constantly changes” (Richards & Farrell, 2005, p. 1), it is necessary to implement programs to enhance teachers professional skills and knowledge. The answer of this requirement will be presented in the next section of this study.

### **3.2 Teacher professional development**

“A Great Teacher is like a fountain; she draws from the still, deep waters of personal growth and professional knowledge to serve others from her abundant overflow.”

Wynn Godbold (2014)

This part will review some definitions of teacher professional development, some antecedents and new perspectives in the field of professional development, and professional development strategies, which will be mostly focused on foreign language teaching.

### 3.2.1. Definitions of teacher professional development

Professional development refers to the growth of a person in his/her job. In terms of teacher professional development, Lange, as quoted in Bailey et al. (2001, p. 4), says that “teacher development is a term used in the literature to describe a process of continual intellectual, experiential, and attitudinal growth of teachers.” In addition, Villegas-Reimers (2003, p. 10) suggests professional development to be “a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession.” Likewise, Díaz-Maggioli, as quoted by Cárdenas et al. (2011), defines professional development as a permanent process in which teachers are involved voluntarily, in order to learn how to adequate their daily teaching practice to students’ needs (free translation by the author). As it is stated here by the authors, professional development is seen as a permanent and continuous process, in which a sequence or interdependent activities are developed to achieve results. The activities must be planned systematically to support the professional growth in the teaching profession, and carried out continuously in order to update teachers in the educational trends and methodologies. There is another remarkable aspect presented by Díaz-Maggioli, and is the fact that teachers should be involved voluntarily in these types of activities, they should not be forced to enroll in them, it has to be something that engages teachers to do it, which will serve at the end to adapt their practice to students’ requirements.

Glatthorn, cited by Villegas-Reimers (2003, p. 9), defines it to be “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.” Teacher professional development serves “a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as

teachers” (Richards & Farrell, 2005, p. 4). While Díaz-Maggioli, Lange and Villegas-Reimers see professional development as a process, Glatthorn and Richards & Farrell perceive professional development as a result, as an outcome of a sequence of activities, which can promote understanding of teachers’ concepts about teaching and how they see themselves as teachers.

Díaz Maggioli (2004, p.5) expresses that “ effective professional development should be understood as a job embedded commitment that teachers make in order to further the purposes of the profession while addressing their own particular needs.” Cárdenas et al. (2011), relates Díaz-Maggioli’s point of view by explaining that the concept of professional development encompasses both the pedagogical and professional field and the social and personal life of the teacher. In other words, professional development is not only concerned with professional life but also concerned with the image of the teacher as a person. Teachers’ personal and social life crosses the limits of teachers’ professional life, there are no boundaries, teacher at school is a person, a friend, someone who cares about his/her students, someone who knows his/her students’ secrets, and someone who can leave a deep mark in his/her students’ life. This interdependent relationship is what makes the teaching profession really special, going beyond the commitment of educating people who will lead the future of the world.

### 3.2.2 New perspective of professional development

Bearing in mind literature that has appeared in recent years, several aspects in regards to professional development have emerged. Firstly, Villegas- Reimers (2003, p. 13), presents professional development with these characteristics:

- It is based on constructivism. Teachers are treated as active learners.
- It is a long-term process.
- It is a process that takes place within a particular context.
- It is intimately linked to school reform.
- A teacher is conceived of as a reflective practitioner.
- It is a collaborative process.
- It may look and be very different in diverse settings.

These features suggest that professional development programs should be contextualized, carried out in the same school, in which teachers can work together, reflect about their own practices, and be engaged in long-term development processes that should go on without interruptions.

In addition, there are some variables that contribute to the success of teachers' professional development and should be taken into consideration when planning and implementing them. These variables are presented by Guskey, who is cited by Villegas-Reimers (2003, p. 17), as follows:

- To recognize change as being both an individual and an organizational process.
- To think big, but start small.
- To work in teams to maintain support.
- To include procedures for feedback on results.
- To provide continuous follow-up, support, and pressure.

- To integrate programs.

The presence of the aforementioned aspects, among other factors, may lead a development process towards success, since it is very important that teachers feel they are the most meaningful part of that process, that they are supported continuously and that they can work collaboratively.

Until now, some relevant aspects from professional development programs have been delineated, but why would a teacher want to participate in these programs? The answer is presented by Bailey et al. (2001, p. 6), the authors say that teachers want to participate in professional development programs for these reasons:

- To acquire new knowledge and skills.
- Staying abreast of their rapidly evolving field.
- Participating in professional development opportunities can sometimes lead to an increase in income and/or prestige within the context of their current jobs.
- Professional development opportunities can lead both empowerment and inspiration.
- Continued professional growth and excitement can also help teachers to combat negativity in their teaching contexts
- Schools and government should take advantage of these reasons to promote quality professional development programs; in fact, teachers want to continue growing as professionals by being updated in the last tendencies of education.

### 3.2.3 Professional development strategies

Professional development can be implemented from teacher's perspective and from institutional perspective. Ganser, cited by Villegas-Reimers (2003, p. 9) states that "professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.)". In regards to formal experiences, there are several strategies that can be used bearing in mind the nature of the collaboration, we can talk, for instance, about individual and collaborative development. The following table presents a summary of strategies presented by Bailey et al. (2001) and Richards & Farrell (2005):

Table 1: Strategies for professional development

<b>INDIVIDUAL</b>	<b>COLLABORATIVE</b>
Self-observation	Peer observation
Teaching journals	Videos
Portfolios	Mentoring/coaching
Reflective teaching	Case studies
Action research	Team teaching
Language learning experience	Collaborative journal keeping- Interactive group journals

In the table, various strategies for teachers learning are listed, differentiating collaborative and individual ones and strategies that raise awareness of teachers'

performance and trigger decision making on what must be changed or enhanced in the practice.

To address teachers' common reluctance to be observed, other strategies, such as keeping journals, could be an option similarly allowing teachers to compile information about own experiences, in such a way it may be used for reflection and learning. Journal writing or a teaching portfolio could serve to identify good practices, and also to create opportunities for action research. Another strategy is case studies that allows collecting information about a teaching situation whose analysis might become a source of learning. Examples of case analysis may be: A classroom routine you find problematic, and a learner behavior that causes problems in lessons. Another strategy is peer coaching, which involves two teachers working collaboratively to help one or both to enhance their teaching and where it is necessary to give and receive feedback and suggestions.

All the strategies presented in the table are relevant and should be considered in professional development programs and program should help teachers to move freely from a strategy to another, which will make the program and participating teachers more active allowing them to construct their developmental path.

### **3.3 Teacher Training**

According to Bastidas (2011), the term *teacher training* was commonly used in the 60's and 70's to refer to a system of education that had knowledge, skills and techniques designed and taught by experts to teachers through seminars, workshops, and courses with the purpose of being put into practice by those teachers in their classes. In the next decades,

80's and 90's, the concept of training still remains, but the concept of professional development started to gain strength, taking the initial form as we know it nowadays.

Nevertheless, the term *teacher training* did not disappear of all, and today it is used to “refer to activities directly focused on a teacher’s present responsibilities and it is aimed at short-term and immediate goals” (Richards & Farrell, 2005, p. 3). The authors also affirm that training is typically also seen as preparation for induction into first time job or on a new teaching. James (2005) also expresses that training will help a teacher feel more confident and ready to develop his/her tasks more efficiently.

### **3.4 Teacher Learning**

“To be better educators, we must *first* be better learners”

Tom Whitby (2010)

The more a teacher knows, the better he/she is, and that is why a teacher is always a student, a learner (James, 2005). Knowledge does not have limits. We teachers also need to search for new methods of teaching, new ways to convey knowledge and make students to think and be competent in any field. Therefore, it is highly important to study teachers’ learning.

#### **3.4.1 Perspectives on learning**

Research on learning in general has brought many insights about teachers’ learning. These insights have been generated from two research perspective: a cognitive perspective and a situated one.



#### 3.4.1.1 A cognitive perspective on learning

According to Hoban (2002), “cognitive learning theories evolved from a traditional psychological perspective in which the unit of analysis or focus for learning is in the mind of an individual” (p. 51). These theories are based on Jean Piaget’s work, cited by Hoban (2002), who proposes that thinking is about developing cognitive schemas and mental models that exist within an individual’s mind. This perspective shows the process of personal knowledge construction and remarks the importance of an individual’s prior knowledge as a foremost influence on learning. Hoban (2002) also cites Putman and Borko, who “suggested that a cognitive perspective is also relevant for teacher learning, as teachers’ prior beliefs and knowledge about classroom practices influence how they interpret new pedagogical ideas” (p. 51).

A cognitive learning perspective is held by constructivism; in it, knowledge is actively stored in the mind by building up the cognition of the experiential world. Regarding teacher learning, constructivism has played an important role in explaining how teachers do reflection-in-action and reflection-on-action. Schön, cited by Hoban (2002, p. 52) makes a distinction between “deliberate reflection after an experience (reflection-on-action) and reflection that is more spontaneous (reflection-in-action)”. All these reflections might help teachers to improve their future actions, especially because when teachers face unanticipated, unique, or problematic situations, they can have a new look of the problem that might generate a new understanding of it (Tsui, 2003).

#### 3.4.1.2 A situated perspective on learning

In contrast to cognitive perspective, a situated perspective on learning “emphasizes the importance of the situation or context for learning based on the assumption that the thinking of an individual cannot be separated from its context” (Hoban ,2002, p. 53). Minick, cited by Hoban (2002), expresses that this perspective evolved from sociology and anthropology assuming that the unit of analysis or focus for learning is the *individual-in-social-action*. This perspective is also confirmed by the works of Lave and Wenger, cited by Tsui (2003), who perceive knowledge as contextually developed when people respond to the specific context in which they act.

In regards to teacher learning, Putman and Borko, cited by Hoban (2002), say that teacher learning also has a social and situated dimension. These authors suggests that “teachers learn a great deal from the social interactions of *discourse communities* in which they share experiences and also learn in context as they experiment with practice in their own classrooms” (Hoban, 2002, p. 54). This point of view is also shared by Foss and Kleinsasser, cited by Borg (2006), since they say researchers have shown that teacher cognition and classroom practice work together in *sybiotic relationships*. As it is stated here, there is a strong relation between what teachers know and what they experience in classrooms.

#### 3.4.3 Teacher learning systems

According to the literature, teacher learning has been dealt by some researchers, among which we found Borg’s (2006) contributions from a mainly cognitive perceptive,

and Kumaravadivelu's (2012), in a more sociocultural line, who have presented ways of teacher learning. They stated ideas that gave me light to understand this complex system.

Kumaravadivelu (2012) proposes a model called KARDS, which stands for *knowing, analyzing, recognizing, doing* and *seeing*. Each aspect is intended to “develop their professional, procedural and personal knowledge base; analyze learner needs, motivation, and autonomy; recognize their own identities, beliefs and values; perform teaching, theorizing and dialogizing; and monitor their own teaching acts” (p. 17), respectively. These five components are integral, cyclical and interactive and can help teachers to have a holistic view of what happens in the classrooms.

For the purpose of my research, I will explain some of these aspects: teacher knowledge, teacher identity and teacher beliefs.

#### 3.4.3.1 Teacher knowledge

Connelly et al. (1997) speak about the importance of teacher knowledge research as a significant part to understand teacher practices. Furthermore, they say that teacher knowledge and knowing impress the act of teaching in every aspect. Therefore, this aspect of teacher learning system is decisive to comprehend what teachers do and think.

Kumaravadivelu (2012) prefers naming it *knowing* instead of knowledge because knowing has to do more with ways of knowing, in other words, knowing is a process and not a product. I will use in my research, Kumaravadivelu's perspective of ways of knowing. He divides knowing into three aspects: professional knowledge, personal knowledge and procedural knowledge. The first one encompasses knowledge about language and knowledge about language learning, which is the cognitive knowledge English teachers

should possess. The second one is connected to strategies a teacher uses to create and maintain a proper classroom environment to achieve the objectives. And the last one is concerned to the individual attempts teachers do to achieve their purposes.

#### 3.4.3.2 Teacher identity

Danielewicz, cited by Kanno and Stuart (2011, p. 239) expresses that “becoming a teacher means that an individual must adopt an identity as such. I take this strong position—insisting on identity—because the process of teaching, at once so complicated and deep, involves the self”. According to this author, becoming a teacher is a matter of transformation, it is something that makes switch at some point the teachers’ lives. Kanno and Stuart (2011) affirm that there is a transition between studying to become a language teacher and being actually one. They agree with the notion of identity-in practice, in which identity is developed in situ, in other words, teachers identity is developed in their classrooms everyday they teach.

Duff and Uchida, cited by Varghese (2001, p.195), state “the identities and ideologies that become foregrounded depend in large measure upon the institutional and interpersonal contexts in which individuals find themselves, the purposes for their being there, and their personal biographies”. The authors present a similar conceptualization of teacher identities to the ones aforementioned, however they show a very particular ingredient that makes the difference, which is their personal lives. This is to say, there is a link between their own personal experiences and their current experience as teachers.

#### 3.4.3.3. Teacher beliefs

Throughout the literature, there are several conceptions of beliefs, a widely recognized one is presented by Pajares (1992, p. 316) who has a “view of belief that speaks to an individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do”. In a similar line, for Kumaravadivelu (2012, p.60), “beliefs are considered to be the driving force behind decisions that individuals make throughout their lives”. Both authors agree that beliefs are a strong power that stands behind individual’s decisions that guide us toward a specific view or opinion on a specific matter.

For Pajares (1992), all humans have beliefs about everything, and in the same way teachers do have defined beliefs about their work, students, subject, roles and duties which are formed by means of enculturation and social construction through an extreme experience, by chance or a chain of events.

Borg (2006) has also presented an interesting review throughout the history about teachers’ beliefs (e.g. Clark & Peterson, 1986; Pajares, 1992; Thompson, 1992; Nespor, 1987; Green, 1971). Those studies have shown how important are beliefs for teachers in the path of comprehending their own practices and how those beliefs may affect the way they act inside the classroom.

Finally, the revision to some relevant concepts dealt with in this research: teacher education, professional development, teacher training, and teacher learning, have granted me more precise definitions, notions and clear ideas regarding those topics. This helped me

to design the methodology to explore the necessary elements to understand what aspects of learning are triggered by teachers' participation in professional development programs.

## **CHAPTER 4 METHODOLOGY**

### **Introduction**

In this chapter, I will discuss the methodology in regards to the research paradigm and qualitative method of educational research, used within this study. I will describe the design, the participants and the instruments as well as the process of data collection, analysis and interpretation. Methodology decisions were made to support in a coherent and appropriate way the nature of the questions asked and the objectives of the study.

### **4.1 Research design**

Research is defined by Kothari (2004, p. 1) “as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation.” The main goal of a research is to discover answers to questions by using scientific procedures. Meanwhile, research design is “the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.” (Kothari, 2004, p. 31). In other words, the design must embrace an outline of what the researcher will do during the entire process of the inquiry.

There are two main approaches to research: quantitative and qualitative. However, lastly a third option appeared: the mixed approach, which is a mixture of the first ones. For this study, I will use the qualitative research, which is defined by Creswell (2003, p. 18) as “one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed. with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative or change

oriented) or both.” This is to say that human experiences with their numerous connotations are studied by this type of research.

Yin (2011) also says that qualitative research is focused on the meaning of people's life, the representation of their views and perspectives, their context, the insights to decode human social behavior, the usage of multiple evidences. Qualitative research uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies.

This research will be analyzed under the principles of qualitative research, since I need to scrutinize the experiential understanding (Stake, 2010) of the participants of my study. This is to say, carrying out a research with Instituto Distrital Nueva Granada teachers who were involved in professional development programs , such as Programa de Acompañamiento Institucional in 2011 and Programa Gestores de Bilinguismo in 2016, in order to see what aspects of these teachers' learning were fostered by their participation in the aforementioned programs.

As follows, I will explain more deeply case studies as one of the strategies of the qualitative approach used here.

#### 4.1.1 Case study

According to Yin, as quoted by Merriam & Tisdell (2016, p. 37), “a case study is an empirical inquiry that investigates a contemporary phenomenon (“the case”) within its real-life context, especially when the boundaries between phenomenon and context may not be clear evident”. This means that the phenomenon needs to be within its proper context to be a case study. Merriam and Tisdell (2016, p.37) also state that “a case study is an in-depth



description and analysis of a bounded system”. In other words, to be a case study, the investigator must explore one unit of analysis, just one noun, thing or entity by collecting data through multiple sources of information, such as observations, interviews, audiovisual material, documents, reports, etc.

In the particular situation of my research, this inquiry is a case study because I will examine a special group of teachers who were part of the professional development programs in my school, using various sources. As Yin, cited by Tsui (2003), says, a case study is not to make generalizations about a big population, its objective is to expand theoretical propositions using a case. I mean, I will not aim to generalize these findings to all EFL teachers have participated in TDP programs in Barranquilla or Colombia, instead, I will aim to explore how this programs had an impact on English teachers’ learning, using as cases for investigation four teachers from Instituto Distrital “Nueva Granada”.

## **4.2 The study**

In this part, I will present a description of the study: the setting, the participants, the data collection instruments. I will also describe my role in the study.

### **4.2.1 The setting**

The research was developed in Instituto Distrital para el Desarrollo Integral “Nueva Granada”, a public school, located in Barranquilla, Atlántico. I selected this school because I work there as an English teacher. In the school, the English language is taught from Pre-school to 11<sup>th</sup> grade, and generally one teacher teaches one specific grade. The school has been invited to participate of two main and state funded teacher professional programs, and teachers have participated as well in various academic professional events from Ministry of

Education, Secretaría de Educación Distrital and publishing houses, in various modalities and topics related to the teaching of English.

#### 4.2.2 Participants

The participants in this study were four English teachers from Instituto Distrital para el Desarrollo Integral “Nueva Granada”. These teachers were invited to take part of this study because they had participated in two main state funded TDP programs: Acompañamiento Institucional in 2011 and Programa Gestores de Biliguismo in 2016, both programs developed in situ in the school. One of the teachers is currently in a special assignment by The Ministry of Education working as a mentor of Spanish teachers in the elementary level (grades 1<sup>st</sup> to 5<sup>th</sup>) in the national program Todos a aprender, which is a program intended to enhance the level of the students in Math and Language Arts through a professional development program directed to teachers. This teacher is also working as an English teacher in a private college

To keep teacher’s anonymity they will be identified as Teacher 1, Teacher 2, Teacher 3, and Teacher 4. They are in a range of age from 39 to 62. All of them have a Bachelor’s degree in English and Spanish, and teachers 1, 2 and 3 have a Postgraduate Diploma in areas related to education. From these three teachers, teacher 3 is soon to get a Masters of Arts degree in TESOL from a local university. As for their teaching experience they have worked in private schools and colleges as well.

In relation to their English proficiency level, as per the results they got from the Aptis<sup>5</sup> test in 2016, teacher 1 is A2, teacher 2 is B1, teacher 4 is B2, and teacher 3 is C1. In 2016, when this study was conducted, their work load was as follows: teacher 1 was teaching in 7<sup>th</sup> grade, teacher 2 in 6<sup>th</sup> grade, teacher 3 was working as a Mentor for the Ministry of Education and teaching English in private local college, and teacher 4 was in 9<sup>th</sup> grade.

### **4.3 Data collection instruments**

As this study is characterized under the qualitative perspective, the data collection instruments were chosen to agree with this paradigm. I decided to use narratives from participants, semi-structured interview, and document analysis to gather the information to answer the research question. Two instruments were directed to the four teachers and one instrument (document analysis) was focused on the documentary data from the programs: Programa de Acompañamiento Institucional designed and delivered by a local university on request by the local educational authority (Secretaría de Educación Distrital), and Programa Gestores de Bilinguismo, also designed by a university and implemented by the Ministry of Education with the help of universities and national educational agencies.

Several instruments were used to generate valid data. In this study, instruments used seek to understand the case from participants' point of view, which is vital not to be biased (Moore, Lapan & Quartaroli, 2012). In the ensuing section, I will describe these instruments.

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<sup>5</sup> Aptis is a modern and flexible English assessment system designed to meet the diverse needs of organizations and individuals around the world. It is used by organizations and institutions to benchmark the English language levels of employees, potential employees, students or teachers. (British Council, 2017)

#### 4.3.1 Narratives

Narratives are associated to the term *narrative inquiry* which was introduced for the first time by Connelly and Clandinin. Narratives are seen as instruments that help to describe teachers' personal stories (Lemley & Mitchell, 2012). Connelly and Clandinin, as quoted by Clandinin, Pushor & Orr (2007, p. 22) also state that "arguments for the development and use of narrative inquiry come out of a view of human experience in which humans, individually and socially, lead storied lives". A person lives a life and this personal life brings real-world experiences that can give answers to a research question by scrutinizing those stories. This kind of research has its focus primarily on the research participants rather than on the research itself (Lemley & Mitchell, 2012). A narrative inquiry is also a process to reflect inward and outward (Olson, 2000), the participant does not only look at what he/she thinks or feels but also looks at their experiences with others and the context. That is why it is important when conducting this type of research to pay special attention to its three commonplaces: temporality, sociality and place (space) (Connelly & Clandinin, as cited by Clandinin, Pushor & Orr, 2007).

Narratives are used in this research in the understanding that they can offer awareness into teachers' knowledge and its development; when a teacher writes a narrative, he/she can reach a transformation of his/her understanding of himself/herself and his/her work (Golombek & Johnson, as cited by Borg, 2006). When teachers use their own words, experiences, arguments, to write their narratives, it provides insights, once data are analyzed, that facilitates the understanding of their perceptions, learnings, and even their classroom practices.

The most significant advantage of the narratives is that they could be very appealing, as well as provide a lot of information about one situation and allowing the researcher to have a holistic picture (Beach & Blackstone, 2011).

A possible disadvantage of narratives are that new variables can come out because they are continually open to be interpreted, thus they need to be revised again and again since the use of language can be problematic for the research (Beach & Blackstone, 2011; Byrne, 2017). Another, is finding common elements when compiling the data; as they are personal experiences, the researcher may be tempted to subjectivity, which makes these instruments more complex to understand (Beach, 2011).

#### 4.3.2 Semi-structured interview

According to Qureshi (2005, p.85) “an interview is a purposeful activity conducted for understanding the opinions and views of the interviewee by the interviewer for some specific purposes.” Interviews can be structured, semi-structured or unstructured. A structured interview is one where the items of the schedule are written in clear terms and in a particular order (Holmes, 1986). A semi-structured interview is one where the items are not structured rigidly and the interviewer has the freedom to alter and add questions. Finally, an unstructured interview is one where a broad framework is vaguely worked out and the interviewer has all the freedom in penetrating the interviewee deep as the situation demands.

Interviews have advantages such as their usefulness for untangling complex topics; the interviewer can probe deeper into a response given by an interviewee. Holmes (1986)

states that structured interviews have strong points like: flexibility in answers; finding unexpected information about the problem; improve relations between teacher and students

There are disadvantages too: the interviewer can affect the data if he/she is not consistent; it is not used for a large number of people. Holmes (1986) also presents some disadvantages of structured interviews, among them time, for that reason you should limit the number of students, and systematize the information because of the nature of the answers.

For the purpose of this research, I used semi-structured interviews because even if there is a pre-designed questionnaire, the questions will be modified or added depending on the answers presented either in the narrative (which will be carried out first) or the interview itself as conducted with each one of the interviewees.

#### 4.3.3 Document analysis

According to Bowen (2009, p. 27), “document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material”. It means that any material related to the research could be used to conduct it. Among these documents we can include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records.

Among the advantages presented by Bowen (2009) are: Document analysis is less time-consuming; it is more available, since many documents are in the public domain and we can obtain them without the author's permission; documents are stable, the investigator's presence does not alter what is being studied; and finally, documents are exact, the incorporation of exact names, references, and details of events makes documents advantageous in the inquiry process.

Document analysis also has a number of limitations (Bowen, 2009): Documents are produced for some purpose other than research, and sometimes the researchers can obtain insufficient details to answer a research question; biased selectivity, in an organizational context, the available (selected) documents are likely to be aligned with corporate policies and procedures.

For the purpose of this research, document data were collected from the professional development programs in which teachers who are part of this inquiry participated.

#### **4.4 Data collection and analysis procedures**

As was presented before, data were collected from narratives, semi-structured interviews and documents.

##### **4.4.1 Narratives**

The data derived from a set of narratives written by the four English teachers, who have participated in teacher development programs. I provided a prompt (See appendix A) where I asked them to write about their life as teachers and about the events that have had

an impact or influence in their development, and how those events have influenced their learning and development.

Collecting the narratives required time and patience. Teachers were given a prompt to elicit their narratives; however, they needed kind reminders and some time to actually have them done and to later share them with me. In the end, teachers wrote the narratives, teachers 1 and 2 in Spanish and teachers 3 and 4 in English. I saved them, and I could begin to analyze what they had written.

#### 4.4.2 Semi-structured interview

The purpose of the interview was to have an in-depth understanding of how formal teacher development programs have impacted teachers' learning. During the interview I used WH-questions to find specific data, and some open questions that might help to elicit more details (See appendix B).

The process of conducting the interviews was easier than narratives, we arranged meetings and all of teachers attended the call. The questions were asked to generate data about formal teacher development programs, in the case of these four teachers, I knew that they had participated in a TDP in 2011. I asked the teachers key aspects related to their participation in the components, responsibilities, aspects they had learned, and aspects they continue using from this TDP. Furthermore, they were asked if they currently participate in TDP programs. From their answers emerged commentaries that I already expected about one program, however another teacher professional development program was also



reported. Consequently, I had to find out information about this program, which was included in the document analysis as well.

The interviews were audio-recorded, and later transcribed. Teachers 1, 2 and 4 felt more comfortable developing the interview in Spanish, and only teacher 3 did it in English. Nevertheless, when I started to analyze the data, I could notice there were some imprecise answers, and it was necessary to meet again with teacher 2 and 4 with the purpose of expanding their answers so we arranged a second interview to explore these aspects.

#### 4.4.3 Document analysis

Document analysis was also used to collect the data. For the purpose of my research, I had to collect information from three TDP programs, as it was mentioned before, in which the participants were involved: Programa de Acompañamiento Institucional with a local university, Programa Todos a Aprender, or PTA, from the Ministry of Education, and Programa Gestores from Ministry of Education as well.

To gather the documents, I asked the collaboration of three people, who sent me the documents via e-mail. I read the documents and focused my attention on the objectives and components of each program, to characterize them and later on compare them with theoretical underpinning of what professional development programs should incorporate.

#### **4.5 Coding the narratives, interviews data**

Reading the transcripts, narratives and documents was the first step in this process, with the purpose of having a general idea of the data collected and to know whether the data were valid to answer of the research question. During this process of analyzing the

documents it was necessary to design a check list, incorporating the literature related to teacher professional development programs that would allow the identification of these features and their existence in the analyzed documents (See appendix C).

The data from narratives and the interviews were analyzed and coded using a qualitative research software program called ATLAS.ti 6.0 (Board of Trustees of the Leland Stanford Junior University, 2010). Bearing in mind my research question, I looked for comments related to professional development and teacher learning. To this purpose, I uploaded the transcripts (narratives and interviews), which are named primary documents in this software program. Then, I started to notice and code patterns among them, which allowed me to take out quotations that guided me to find categories and subcategories related to the research objectives.

## **CHAPTER 5 RESULTS AND FINDINGS**

### **Introduction**

According to the research methodology and instruments described in the previous chapter, this section intends to explore the aspects from teachers' learning fostered by their participation in teacher development programs which is the main research question.

In the first part, the results from instruments will be presented in detail and in the second part, the emerging findings are discussed bearing in mind the literature previously presented and new literature needed.

### **5.1 Results from Instruments**

In this section, I will present the analysis by instruments used to collect the data. As it was said before, the four teachers wrote their narratives, answered to questions from the semi structured interviews, and documents from professional development programs teacher have participated in were gathered.

#### **5.1.1 Narratives**

The analysis offers an extended overview of responses. Four teachers wrote about their life as teachers, the events that have had an impact in their development and how they have influenced their learning. Two main themes emerged: Professional development and teacher learning. In the following chart, we can see the subcategories that came out with the total amount of quotes:

Table 2: Narratives categories and subcategories

MAIN CATEGORY	SUBCATEGORIES	QUOTES
PROFESSIONAL DEVELOPMENT	PD ACTIVITIES	TEACHER 1: 6
		TEACHER 2: 6
		TEACHER 3: 0
		TEACHER 4: 0
TEACHER LEARNING	EXAMPLES OF TL	TEACHER 1: 5
		TEACHER 2: 6
		TEACHER 3: 1
		TEACHER 4: 0
	TL IN PRACTICE	TEACHER 1: 2
		TEACHER 2: 5
		TEACHER 3: 2
		TEACHER 4: 0
	WAYS OF TL	TEACHER 1: 0
		TEACHER 2: 2
		TEACHER 3: 0
		TEACHER 4: 2
	TL AS PERSONAL CONSTRUCTION	TEACHER 1: 0
		TEACHER 2: 0
		TEACHER 3: 2
		TEACHER 4: 1
	TL AS REFLECTIVE PRACTICE	TEACHER 1: 0
		TEACHER 2: 0
		TEACHER 3: 1
		TEACHER 4: 2

In the next section, we will see some extracts coming from the narratives, which will be associated to the subcategories that emerged from the data. The extracts will be coded by using N for narrative, extract number and teacher number, for instance: (N Extract 1, T1).

#### 5.1.1.1 Professional development activities

This subcategory emerged in teacher 1 and teacher 2, there were 12 quotes regarding this topic, some of which will be presented below in which they described about the events they have participated in since they got their Bachelor degree in foreign language teaching.

Both teachers indicate in their narratives many events in which they had participated, such as graduate programs, TDP programs, trainings, and academic events. Their descriptions showed them as professional who have taken part of continuous development processes, which have left a mark in their professional lives:

T1

*Realicé un postgrado titulado Estrategias Pedagógicas y Tecnológicas para el desarrollo de la lectura y la escritura,...*

*Por otro lado, he participado en muchos otros eventos importantes tales como: English Discovery, orientado por el MEN,...*

*Otro de los eventos en los cuales he participado son: Semanas de Bilingüismo...*

*Derechos Básicos de Aprendizaje, donde el MEN ilustra los temas mínimos que las instituciones deben ofrecer a los estudiantes en cada grado escolar. (N Extract 1, T1)*

T2

*Realicé un Postgrado en Informática y Telemática...*

*...niveles de Inglés ofrecidos por el SENA virtual,...*

*Asistí al Proyecto Reading Companion dictado por el MEN...*

*Recientemente participé en un TDP con Universidad X...(N Extract 2, T2)*

The other two teachers see the impact of events more in terms of personal experience; this will be described later in the section.

#### 5.1.1.2 What teachers learn from TDP programs and other activities

In their narratives, the teachers wrote about elements that had an impact on their learning. Nine quotes from the narratives of teachers 1, 2 and 3 illustrate these reported learnings in a variety of topics.

##### *Learning about treatment of skills*

Teacher 1 asserts that she learnt in her graduate program strategies to develop skills such as reading and writing.

T1

*Realicé un postgrado titulado Estrategias Pedagógicas y Tecnológicas para el desarrollo de la lectura y la escritura, el cual ha contribuido al mejoramiento del uso de estrategias metodológicas en el desarrollo de habilidades de lectura. (N Extract 3, T1)*

In the following extract from teacher 2, we can notice that attending to trainings is another way to learn how to work with the skills.

T2

*Asistí al Proyecto Reading Companion dictado por el MEN donde nos capacitaron para trabajar con los estudiantes en la lecto-escritura y comprensión de lectura en inglés basado en la creación de lecturas, textos y libros propios en los que se trabajó*

*con los estudiantes de una forma interactiva y dinámica mediante la herramienta del computador. (N Extract 4, T2)*

In the narratives, oral skills were mentioned by teacher 2 who said that she had studied English at SENA in the virtual platform, which means that these courses do promote this type of skills as well:

T2

*...como también en niveles de Inglés ofrecidos por el SENA virtual, donde a través de actividades virtuales pude dialogar en forma oral y escrita con otras personas de diferentes ciudades compartiendo experiencias personales, como también conversando sobre otras temáticas sugeridas por el Instructor. (N Extract 5, T2)*

*Lexico-grammar as the basis for language skills*

The teachers' narrative seems to suggest that getting more advanced knowledge of grammar and vocabulary is the basis for improving the four skills. An extract from the narrative of teacher 2 suggests:

T2

*He adquirido algunas capacitaciones ofrecidos por parte de Secretaria de Educación en convenio con la Universidad X donde adquirí conocimientos más avanzados de la lengua inglesa, en cuanto a gramática, vocabularios, entre otros, para luego ser usados en diálogos, conversaciones, exposiciones, dramatizaciones, videos, lecturas, comprensión de lectura, actividades de escucha todo esto para contribuir al mejoramiento en los niveles de Inglés para docentes de B1 a B2.(N Extract 6, T2)*

### *Information and communication technologies*

Also found in the narratives is their learning of how to work with ICT's. It seems that the inclusion of the use of ICT's on trainings might support and help the development of other skills that would be being taught as it is presented in the quote of teacher 1:

T1

*Por otro lado, he participado en muchos otros eventos importantes tales como: English Discovery, orientado por el MEN, en este proyecto tuve la oportunidad de trabajar durante 2 años seguidos donde obtuve un aprendizaje en el uso de las TIC orientado hacia los procesos metodológicos específicos para la enseñanza y aprendizaje del Inglés referidos a: lectura y aprendizaje de vocabulario, construcción de textos, escuchar conversaciones, diseñar aplicar y evaluar test en línea... (N Extract 7, T1)*

As the trend of ICT's seems to be on fashion, graduate programs related to this are being taken by teachers to deepen their knowledge of aspects regarding the new technologies, as mentioned by teacher 2 in extract 8:

T2

*Realicé un Postgrado en Informática y Telemática donde aprendí a diseñar programas, software, blogs, pagina web... (N Extract 8, T2)*

### *Methodological strategies*

Teachers' willingness to update their practice with innovative ways to teach also emerged. Teacher 3 mentioned learning about methodological strategies that can foster



more motivation in classes; a feeling of pride about the work done as a teacher is also perceived.

T3

*You also have to continue learning about new ways to teach, which requires reading and investigating the best methodology to motivate your students day after day. This is not an easy job but I am sure it is one of the best. (N Extract 9, T3)*

Teacher 4 and teacher 2 report observation as a source of learning. Observation of their own teachers and peers seems to support their reflection and decisions about ways to work with their own students' and classes.

T4

*My own learning process when I was a student, is one reason per se, as I used to observe my teachers and their methodologies. I also used to think of more effective and productive activities to provide to students in order to develop proficiency skills. (N Extract 10, T4)*

T2

*...como también observé clases de otros compañeros docentes y así adoptar algunas estrategias metodológicas y recursos para aplicarlos en mi clase.(N Extract 11, T2)*

Formal education received in graduate programs also strengthens their learning in methodology, as reported by teacher 1 the program she completed contributed to her knowledge of methodological strategies to teach reading skills, they can also be learned in a graduate program as it is shown in the next quote from teacher 1:

T1

*Realicé un postgrado titulado Estrategias Pedagógicas y Tecnológicas para el desarrollo de la lectura y la escritura, el cual ha contribuido al mejoramiento del uso de estrategias metodológicas en el desarrollo de habilidades de lectura... (N Extract 12, T1)*

*Curricular knowledge*

Aspects related to curriculum, definition of the syllabus scope and sequence based on the Standards, lesson planning, and design of evaluation check lists are reported as areas of learning in the narratives from teachers 1 and 2.

T1

*Con el proyecto TDP orientado por Universidad X he fortalecido la comprensión de la malla curricular de inglés, desde los estándares planteados por el MEN. (N Extract 13, T1)*

T2

*Recientemente participé en un TDP con l Universidad X donde a través de su asesoría diseñamos las mallas curriculares correspondientes a los grados en los que estaba a cargo en ese momento de acuerdo a los requerimientos que los Estándares exigían, también fui orientada en la realización de listas de cotejo, planes de clases. (N Extract 14, T2)*

#### 5.1.1.3 Teacher learning in practice

Teacher 1, 2 and 3 describe what they have learned from participating in TDP programs and professional events and also how they put into those learnings into practice.

Teacher 1 thinks that her participation in a TDP program has helped her to get a deeper understanding of how to organize the scope and sequence of the English syllabus at school and in her own course, which is reflected on her lesson planning. The teacher in this and all cases connects her learning to how to materialize better ways, strategies to support students learning.

T1

*Con el proyecto TDP, orientado por la Universidad X he fortalecido la comprensión de la malla curricular de Inglés, desde los estándares planteados por el MEN, lo que me ha permitido un mejor diseño de los planes de clases para las habilidades comunicativas: lectura, escritura, escucha y habla; conteniendo actividades de presentación, instrucciones, desarrollo, feedback y finalización que facilitan el aprendizaje de los estudiantes... ( N Extract 15, T1)*

Specific workshops or training are reported as beneficial to inform teacher's practice. In this case, teacher 2 reports his learning of how to create interactive and dynamic reading and writing activities making use of computers and which she has been putting into practice with the students.

T2

*Asistí al Proyecto Reading Companion dictado por el MEN donde nos capacitaron para trabajar con los estudiantes en la lecto-escritura y comprensión de lectura en inglés basado en la creación de lecturas, textos y libros propios en los que se trabajó con los estudiantes de una forma interactiva y dinámica mediante la herramienta del computador.( N Extract 16 T2)*

The excerpt 17 shows learning reported by teacher 3. This excerpt suggests the teacher's awareness of more than just methodological strategies; in her narrative she mentions aspects indicative of a higher developmental level, of more sophisticated understanding of key principles of teaching and learning, and a thorough understanding of learners' needs and how these should inform teaching, needs including opportunities to develop students' self-directedness and to being part of a community who talk and support each other and perceive mistakes as a part of learning.

T3

*A lot of work is required before class, such as researching, understanding different learners' needs and expectations, lesson planning, choosing materials, looking for strategies, resources and making sure the material is engaging. You have to work during class not only teaching specific topics, but also allowing your students the opportunity to direct their own learning. Students learn a lot talking to each other and they need to understand that mistakes are an integral part of the process. (N Extract 17, T3)*

#### 5.1.1.4 Ways of teacher learning: learning from and with others

In this subcategory, teachers express the manners they feel comfortable learning as adult learners. Some quotes illustrate this better.

A particular way of learning is visible in narratives from teachers 2 and 4. They highlight how sharing experiences with others is fundamental to their learning as teachers of English. These others could be peers and tutors or instructors and the interaction can be online or face to face. Teacher 4 highlights the learning from international peers who are in the volunteering program supported by the Ministry of Education and the National Bilingual program.

T2

*... a través de actividades virtuales pude dialogar en forma oral y escrita con otras personas de diferentes ciudades compartiendo experiencias personales, como también conversando sobre otras temáticas sugeridas por el Instructor...(N Extract 18, T2)*

T4

*Another important event that had an impact on my development was the experience with foreign cultures, when I had the opportunity to meet some people from the USA and share ideas and thoughts without limits. (N Extract 19, T4)*

Teacher 4 highlights learning from others when observing them; he illustrated this referring to his initial education and the usefulness of the models provided by teacher educators and the methodologies they used.

T4

*.. as I used to observe my teachers and their methodologies. I also used to think of more effective and productive activities to provide to students in order to develop proficiency skills. (N Extract 20, T4)*

#### 5.1.1.5 Teacher learning as personal construction

Quotes in this section show how the personal in a teacher life transcends the limits reaching the professional life, not only when they became teachers but before as well as illustrated by extracts from teachers 3 and 4's narratives below.

Teachers 3 and 4 tap on experiences coming from their families and social environment to become teachers, but not to be common teachers but teachers with a mission to be excellent and who may help to change the world, their contexts when they exercise their profession. The teaching life is also seen as a lifestyle more than a job.

T3

*I come from a family of teachers. My grandparents were teachers, my parents were teachers and I am a teacher. I started working in a small private school with students from very poor backgrounds and I learned that teaching is a lifestyle. Many people study to build a professional career as excellent teachers but in order to be a great one you have to work very hard. (N Extract 21, T3)*

T4

*The most important event that has influenced my life as a teacher is the current situation in education, mainly in Colombia. The fact that teaching and learning are not being applied the way that they should be, that is, taking into account student's*

*needs and skills. It is one of the main reasons a person worried about the development of society would become a teacher. (N Extract 22, T4)*

#### 5.1.1.6 Teacher learning as reflective practice

In some cases it is easy to perceive how teachers go deep into their bodies and minds, and give an insightful look of their profession and performance as teachers.

Teacher 4 in extract 22 above reflects on the fact that teaching and learning need to be reconsidered taking into account the situation of education in Colombia and how students' needs should inform that process. It is perceptible in this extract a reflective teacher for whom teaching goes further just teaching, teachers and their teaching can be agents of change.

In a similar line, teacher 3, highlight the role of feelings and emotions in the process of teaching and learning. Loving what you do allows fulfilment when working as teacher, she argues that students require teachers that can be close to them to inspire the learning process.

T3

*However, if you don't love what you do, you will never be satisfied with your choice to be a teacher. A student needs someone to believe in him, a dedicated person who will inspire and instill a love for learning. (N Extract 23, T3)*

### 5.1.2 Semi-structured interview analysis

This section will provide a description of the participation of teachers in a specific TDP program led by a local university, and will also present viewpoints about other programs in which they were currently involved, regarding professional development and teacher learning.

What is shown here is limited to the participants' responses coming from the semi-structured interview after a detailed reading, two main categories were found with some emerged subcategories. From professional development, there were found two subcategories, and from teacher learning arose three subcategories. I could notice that a new subcategory appeared in professional development: professional development meetings, and on the contrary, two that were presented in the narratives were not visible in the interviews: teacher learning as reflective practice and teacher learning as personal construction. Next, I will display a chart with the main categories and subcategories:

Table 3: Semi-structure interview categories and subcategories

MAIN CATEGORY	SUBCATEGORIES	QUOTES
PROFESSIONAL DEVELOPMENT	PD ACTIVITIES	TEACHER 1: 1
		TEACHER 2: 3
		TEACHER 3: 2
		TEACHER 4: 2
PROFESSIONAL DEVELOPMENT	PD MEETINGS	TEACHER 1: 2
		TEACHER 2: 2
		TEACHER 3: 3
		TEACHER 4: 0
TEACHER LEARNING	EXAMPLES OF TL	TEACHER 1: 4
		TEACHER 2: 7
		TEACHER 3: 4
		TEACHER 4: 10
TEACHER LEARNING	TL IN PRACTICE	TEACHER 1: 2
		TEACHER 2: 5



TEACHER LEARNING	WAYS OF TL	TEACHER 3: 1
		TEACHER 4: 2
		TEACHER 1: 1
		TEACHER 2: 1
		TEACHER 3: 3
		TEACHER 4: 4

In the following sections, I will show quotes that will be consolidated into the subcategories listed before in the previous chart. The extracts will be coded by using SEI for semi-structure interview, extract number and teacher number, for instance: (SEI Extract 1, T1).

#### 5.1.2.1 Professional development activities

This subcategory was mentioned by all four teachers, there were 8 quotes in regard to this topic, and next I will present some of them:

Teacher 2 thinks that attending events promotes her professional life. This allows her to be updated with the last trends in education, which are meaningful for her daily teacher life.

T2

*La verdad es que cada que uno tiene la oportunidad de asistir a estos eventos nos enriquece nuestra vida profesional, la actualiza y pues cada uno de esos eventos se convierte en un logro y un avance para nuestra carrera profesional y para mí han sido muy significativos en mí quehacer pedagógico. (SEI Extract 1, T2)*

After participating in a TDP program, teacher 3 reports she was able to lead another TDP program with fellow teachers, in which she could share what she learned previously.

Through this answer, it is noticed that she feels that what she learned in the TDP as an English teacher is being helpful for her work with other subject teachers. This could suggest there are underlying common professional development principles applicable to any discipline.

T3

*Well, at this moment I am participating in a program like that but not as an English teacher. I am working with teachers from primary schools and they were teaching Spanish and I have the opportunity to share my experience as a teacher but not in English. Anyway, I think that it's a great opportunity to help them but to learn from them too because definitely when we work together we can improve everything. It's much better. (SEI Extract 2, T3)*

Based on the next answers from a teacher 4, it is visible that he attends to events, sponsored by Ministry of Education, Secretaría de Educación and publisher houses, which have stimulated his professional development. It is noticeable that there is disposition to go and learn in these events that give support to his experience as a teacher, especially because he can share with others.

T4

*Bueno yo creo que después de esos años de estudios siempre en el círculo de los docentes de inglés en los distintos eventos, donde compartimos con las editoriales, con el mismo distrito que nos están capacitando constantemente estamos creciendo en eso, pues todas esas experiencias compartidas, como decía anteriormente con personas directamente parlantes del inglés es una experiencia muy gratificante y muy*

*enriquecedora. (SEI Extract 3, T4)*

As for professional activities at school, it is perceptible how the teacher 4 is open to learn in a contextualized activity that is carried out in the school (in situ), since it is not same learning in our own context rather than anywhere else.

T4

*Por parte del Ministerio de Educación estamos teniendo una mentora que viene periódicamente a revisar nuestro trabajo, a revisarnos las clases, a dar unas sugerencias nuevamente para revisar todo ese proceso que aprendimos. (SEI Extract 4, T4)*

#### 5.1.2.2 Professional development meetings

This new subcategory came out from the interviews, it refers to meetings executed in the school. Professional development meetings were reported by all four teachers in 7 quotes. Examples of them are:

In this quote, we can observe how meetings are important for teacher 2 in professional development, since teachers can receive recommendations from the leader. It is observable a process of negotiation and co-construction to make decisions which occurs in the school and, particularly, to discuss about school issues.

T2

*Junto con ella hicimos los ajustes pertinentes de acuerdo a los estándares que en ese momento estaban ejerciendo y que se estaban exhibiendo en las instituciones. (SEI Extract 5, T2)*

In the next response from teacher 1, it is perceptible that professional meetings were carried out not only in the school but also in any other appropriate place, and that attending these meetings was not something mandatory but voluntary. There is motivation to reach a goal, which is to improve English curriculum:

T1

*Alguna vez nos reuníamos en la institución, otra vez nos citaba en la universidad y nosotros íbamos porque de verdad queríamos unos buenos resultados para el desarrollo de la programación nuestra en la asignatura de inglés. (SEI Extract 6, T1).*

In regards to the next answer, it is observable that teacher 3 recognizes professional development meetings as a way to promote and have a learning community, since they could work, help and learn together:

T3

*I remember that at that time we worked together, all the teachers, as a learning community. In order to help others and in order to be better teachers at that time. And I think that we could get a lot of interesting things and I remember anything else, I think we were doing that and it was a great experience for everybody. (SEI Extract 7, T3)*

### 5.1.2.3 What teachers learned from TDP programs and other activities

The questions: *What did you learn from the Acompañamiento in situ?*, *what did you learn from the TDP program from Universidad X ?*, and *what is the new acompañamiento (Gestores de Bilinguismo) about?*, which were asked in order to determine what aspects of teacher knowledge were reported by the four teachers. The analysis showed 25 quotes related to this topic by all four teachers. Teachers' answers were compiled into these topics:

#### *Learning about the treatment of skills*

In the following quote, teacher 2 reported learning related to pronunciation, reading and integration of the four skills that were helpful for her teaching practice and her personal learning. In other words, what she learned was also applicable for her own learning process:

T2

*Bueno dentro de las actividades metodológicas que aprendimos con la Universidad X en la asesoría que estuvieron dándonos me llamaba mucho la atención la parte de las actividades que nos realizaron de lectura y comprensión para trabajar con los estudiantes, también utilizábamos juegos de palabras para aprender vocabularios y trabajarlos con los estudiantes en el salón de clases, y a partir de ese vocabulario se trabajaba con la construcción de frases también al mismo tiempo, las cuales fueron muy provechosas incluso para nosotros a nivel personal y a la vez para aplicarlos con los estudiantes. También se trabajaba con ejercicio de pronunciación en formas lúdicas e interactivas. (SEI Extract 8, T2)*

Teacher 4 also recognizes that his previous practice was more focused on the teaching of grammar as the most important component, and not on skills interaction, and how TDP was important to change that perspective:

T4

*Por lo menos eso que no teníamos en cuenta siempre nos centrábamos de pronto en la parte gramatical algo de pronunciación algo de lectura pero no tenía en claro de incluir todo esas habilidades en una clase, eso fue lo que más aprendí. (SEI Extract 9, T4)*

*Lexico-grammar as the basis for language skills*

Bearing in mind teachers 2 and 3's responses, I can say that vocabulary exercises were significant for them because of the way how the exercises were taught. This was also helpful for the teacher as a learner, it was personal learning. It calls the attention the fact that grammar was not mentioned by them.

T2

*Bueno dentro de las actividades metodológicas que aprendimos con la Universidad X en la asesoría que estuvieron dándonos me llamaba mucho la atención la parte de las actividades que nos realizaron de lectura y comprensión para trabajar con los estudiantes, también utilizábamos juegos de palabras para aprender vocabularios y trabajarlos con los estudiantes en el salón de clases, y a partir de ese vocabulario se trabajaba con la construcción de frases también al mismo tiempo, las cuales fueron muy provechosas incluso para nosotros a nivel personal y a la vez para aplicarlos*

*con los estudiantes. También se trabajaba con ejercicio de pronunciación en formas lúdicas e interactivas. (SEI Extract 10, T2)*

T3

*And I remember the vocabulary exercises that we did at the time, ... (SEI Extract 11, T3)*

*Information and communication technologies*

Teachers 1 and 4 also think that learning ICT's makes their classes more dynamic. It is remarkable to see how they express that they continue learning more about this topic in some other academic events, which means that it is meaningful for them.

T1

*Prácticamente es recordar los cambios o actualizar más que todo hacer una clase más dinámica partiendo del uso de las TICs. (SEI Extract 12, T1)*

T4

*El uso de las tecnologías, el avance de las tecnologías en los procesos de enseñanza y aprendizaje de inglés que lo hemos estado aprendiendo en los distintos eventos, en la semana del bilingüismo del distrito nos han aportado mucho en cuanto a esa estrategia y recursos. (SEI Extract 13, T4)*

### *Methodology strategies*

The importance of learning how to teach differently, more dynamically, using a variety of activities that could make more participatory classes, and to have clear the different types of students they can face and how strategies might work in variant scenarios was something really meaningful for the teachers. It is also noticeable that teacher 4 could learn strategies to teach taking into account learning styles that might permit flexibility when teaching. The TDP could help him to be aware of how things might work or not.

T4

*Por lo menos las formas de orientar las clases, nos dejaban muy claro los distintos tipos de estudiantes que podíamos encontrar en un aula de clases y cómo funcionaba tal estrategia en un sitio y no funcionaba en otro. (SEI Extract 14, T4)*

*Sí, por lo menos cuando hablamos de los estilos de aprendizaje diferenciar a esos estudiantes que son muy buenos escuchando, pero son muy malos de pronto en la parte del “speaking” por decir así o algunos que son muy bueno en lectura pero son muy malos en escritura, entonces muchas de esas podemos llamarlos “tips” de cómo manejar esa situación. (SEI Extract 15, T4)*

Teacher 4 also agrees on going back sometimes to traditional methods when the new ones are not working, in other words, in other words, he considers that old ways to teach are also useful nowadays.



T4

*... unos temas que para los estudiantes es difícil para ellos hasta entenderlos en español, entonces hay que abandonar un poco esa metodología integradora por llamarlo así, y regresar a la práctica de enseñarles primero la gramática para que ellos puedan entender después esa estructura o esa gramática en un contexto como debería ser. (SEI Extract 16, T4)*

In next excerpt, teacher 1 emphasizes on having learnt strategies to teach more significant, meaningful classes for the students.

T1

*Poner en práctica, hacer una clase más dinámica, en donde los estudiantes pudieran participar más, llevándoles diferentes actividades, hacer una clase más dinámica, más práctica, en donde queríamos lograr más que todo involucrar a los estudiantes que cada uno pudiera mostrar lo que iba aprendiendo en el desarrollo de la clase. Sobre todo perdiendo y echando a un lado ese temor que tienen los estudiantes cuando les toca hablar en público y a la vez que los demás sientan respeto cuando el compañero se está dirigiendo a ellos. En conclusión que la clase sea más dinámica, más práctica. (SEI Extract 17, T1)*

#### *Curricular knowledge*

This aspect is highlighted by the teachers, who affirmed they learned in the Acompañamiento in situ and TDP program, and they are still learning in the new Programa de Gestores de Bilinguismo about syllabus, curriculum, lesson planning, scope & sequence.

Teacher 1 mentioned the fact that they were helped by specialized people who have knowledge on these specific elements. The Acompañamiento in situ permits a contextualized learning, which more meaningful for the learning process of curricular matters.

T1

*Pues con respecto al aprendizaje que nos dejó prácticamente fue poner en práctica cada una de las recomendaciones que la Universidad en ese momento nos pudo regalar, las mallas y planes de clase, o traer a la institución a través de la coordinadora X. (SEI Extract 18, T1)*

One aspect that may support this learning was the detail of receiving modelling materials to work in the syllabus, and designing activities, said teacher 1 as well:

T1

*A la vez teníamos nosotros muestras del material que íbamos trabajando, por ejemplo como se prepara una clase en inglés, cómo diseñar actividades que sean más prácticas actividades teniendo en cuenta lo que era el Reading, el speaking y cada una de las actividades que realizábamos allá. (SEI Extract 19, T1)*

Next, teacher 3 shows planning together as an opportunity to grow up as a teacher after participating in a TDP program.

T3

*I think one of the most important aspects related to the lesson plans because in that moment maybe, all teachers were working as an individual work, everybody was*

*doing a great job I think, but everybody work alone, but after TDP, many times teachers were working together and when we worked together it was always better.*  
(SEI Extract 20, T3)

And in this teacher 4's quote, it is perceptible curricular knowledge learnt from TDP is put into practice when being observed by the leader of the in situ accompaning. Now, we can notice here how the two components of Programa de Acompañamiento Institucional work together to reach a goal.

T4

*Bien, en esos momentos que estuvimos compartiendo, nos tocaba poner en práctica elaborar el plan de clases, seguir los distintos pasos para la elaboración de un plan de clases, y como integrar las distintas habilidades en un mismo contexto. Esa fue la responsabilidad de nosotros poner en práctica eso que habíamos aprendido en la universidad y que se hacía una observación directa en las aulas de clases. (SEI Extract 21, T4)*

#### *Feedback strategies*

This was mentioned by teacher 3, since the words chosen by the teachers when giving feedback impacted and left an imprint in their practice.

T3

*I remember first of all that all of the teachers were really great and they told us many times that we have to be really active and creative and be responsible with the process with*

*our students and for example, the feedback I remember that because teachers told us that we have to motivate our students to continue learning English as a second language. (SEI Extract 22, T3)*

#### 5.1.2.4 Teacher learning in practice

Regarding the question: *What did you learn as a result of your participation in the TDP?* It is distinguishable how the knowledge learned during the TDP is still being used by the teacher. All the teachers reported this subcategory within 10 quotes. We can see some examples:

Despite the fact it has been four years after participating in the TDP from Universidad X, teacher 2 continues putting into practice what she learned in order to have more motivated classes.

T2

*Y hasta el día de hoy los estoy aplicando para que las clases fueran más amenas, especialmente utilizando la parte de la tecnología que es lo que llama mucho la atención al estudiante y que se necesita realmente en nuestras clases de inglés para mantenerlos motivados todo el tiempo. (SEI Extract 23, T2)*

To the questions: *Is this Acompañamiento (Programa Gestores de Bilingüismo) influencing your teaching practice? In what ways?* Teacher 1 affirms that the program is influencing her teaching practice because she feels more motivated to teach and, as a consequence, students have increased their level of participation. She also believes that this situation makes the subject more valuable for the students, giving to the English subject the place it deserves.

T1

*Pues sí, porque siento más motivación, de ver como los estudiantes participan y de ver que ellos sí están en estos momentos dándole el valor que se merece a la asignatura. (SEI Extract 24, T1)*

In regard to the question: *How often do you use in your practice, in your work now, what you learnt in the TDP program and the “Acompañamiento in situ”?* Teacher 3 thinks that all she learnt there, it is necessary in her teacher practice, since that knowledge would help her to become a better teacher. Thus, she always uses everything, especially the way of preparing classes.

T3

*I think that I always use everything that I learnt from that programme, all the time because if I continue working as a teacher, I need everything that can help me to be better. So I try to programme everything that I am going to do in my classroom with my students, so I think everything is important and I have the opportunity to continue using in the class. (SEI Extract 25, T3)*

Regarding the same question, teacher 4 expresses how what he has learned from TDP is usually used, but sometimes he has to come back to old teaching practices when necessary. It means that he moves forward and backwards on the usage of strategies according to his students' needs:

T4

*Bueno, usualmente lo pongo en práctica, porque hay algunos núcleos temáticos que son un poco más difíciles, entonces hay que enseñárselos a los estudiantes del punto de vista que ellos estaban acostumbrados porque muestran muchas falencias en esa parte, cuando ya se mueve esa parte regresamos nuevamente a integrar todas las habilidades. (SEI Extract 26, T4)*

#### 5.1.2.5 Ways of teacher learning: learning from and with others

All four teachers also reported this subcategory through 9 quotes. It refers to how teachers feel comfortable learning, the ways how TDP teachers taught them.

In the following extract, teacher 3 expresses how important is the interaction while learning, how collaborative work permits teachers reaching an objective.

T3

*I remember that we had to check the standards and in that time we had the opportunity to read a lot and we had to choose the better options in order to guide our work at the school and I remember that most important was the interaction between the teachers, working together towards that purpose. (SEI Extract 27, T3)*

Self-learning and learning through others' experiences is another aspect remarkable from teacher 4's conception.

T4

*Bueno realmente desde el punto de vista del aula de clases era siempre la misma repetidera, la gramática siempre, de la parte autodidacta que no deja de hacer parte*

*del crecer al ser humano, entonces me surtía de esa experiencia con otros compañeros que estudiaban inglés y siempre me gustaba leer y ver las películas y las canciones. (SEI Extract 28, T4)*

The following extract presents microteaching as a meaningful tool to learn. Teacher 2 says that she was observing other teachers classes and giving feedback, and the other teachers were also observing and giving feedback to her, which was really helpful because she could learn from other perspectives and experiences.

T2

*Bueno, aprendí muchísimo porque a raíz de la intervención de ellos en la institución, porque a raíz que estuvieron observando nuestras clases, nosotros también estuvimos observando la clase de nuestros compañeros docentes. Ellos hicieron las respectivas correcciones al caso, y pues nos sugirieron actividades metodologías y recursos con que trabajar. (SEI Extract 29, T2)*

### 5.1.3 Document analysis

As it was stated in the previous chapter, information for the analysis included here was collected from three main TDP programs, in which the participants were involved: Programa de Acompañamiento Institucional offered by the Local Education Authority through a local university, Programa Todos a Aprender, PTA, from the Ministry of Education, and Programa Gestores de Bilinguismo from Ministry of Education as well. Two programs are addressed to English teachers, Programa de Acompañamiento Institucional and Programa Gestores de Bilinguismo, and one program is addressed to Math and Language Arts teachers: Programa Todos a Aprender, PTA.

The following tables show an analysis of the principal elements (aims and components) presented in those programs. The information is in Spanish because all the original documents are in that language. The first table shows the aims of these three programs:

Table 4: Aims TDP programs

AIMS		
Programa de Acompañamiento Institucional  SED through Local University	Programa de Acompañamiento Gestores de Bilingüismo  MEN	Programa Todos a Aprender PTA  MEN
<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Implementar un programa de acompañamiento institucional en 3 instituciones educativas distritales (IED) para desarrollar una educación bilingüe.</li> </ul> <p><b>Específicos</b></p> <ul style="list-style-type: none"> <li>• Hacer un informe diagnóstico de 3 IEDs que documente el nivel de inglés de los docentes, el uso de estándares de inglés en el currículo, el desarrollo del proyecto de bilingüismo en el PEI, un análisis de resultados de pruebas SABER en el área de inglés y el nivel de receptividad del proyecto en cada IED.</li> <li>• Planear la conformación de mesas de trabajo para la apertura de las IEDs hacia el proyecto en 3 IEDs escogidas.</li> <li>• Implementar programas de formación de docentes diseñadas para el fortalecimiento lingüístico y metodológico de los docentes.</li> <li>• Hacer un acompañamiento in situ que apunte a implementar acciones puntuales que demuestren el desarrollo del programa de bilingüismo en la institución.</li> <li>• Hacer seguimiento y evaluación a las acciones anteriores para medir los resultados del proyecto de acompañamiento en cada IED.</li> </ul>	<ul style="list-style-type: none"> <li>• Hacer seguimiento continuo a la implementación general de los proyectos de Colombia Bilingüe en las instituciones educativas focalizadas.</li> <li>• Acompañar a docentes y estudiantes propiciando la adecuada implementación de acciones y proyectos.</li> <li>• Planear con las instituciones educativas focalizadas los planes de mejoramiento de acuerdo al contexto del territorio.</li> </ul>	<p><b>Metas:</b></p> <ul style="list-style-type: none"> <li>• Mejorar las condiciones de aprendizaje para los estudiantes matriculados entre transición y quinto grado en los Establecimientos Educativos seleccionados, medido por el mejoramiento de sus competencias básicas.</li> <li>• Se expresa cuantitativamente como: Más del 25% de los estudiantes de estos establecimientos educativos asciende de nivel, al menos en las áreas de Lenguaje y Matemáticas, en la prueba SABER 3 y 5, aplicación año 2014</li> </ul> <p><b>Meta del componente formación situada:</b></p> <ul style="list-style-type: none"> <li>• Al finalizar el año 2014 se espera haber vinculado 70.000 docentes, en diferentes programas de formación relacionados con las áreas obligatorias y fundamentales del currículo y modalidades de atención a poblaciones.</li> </ul> <p><b>Objetivo componente de formación situada:</b></p> <ul style="list-style-type: none"> <li>• Mejorar los aprendizajes de los estudiantes a partir del mejoramiento de las prácticas de aula de los docentes y el fortalecimiento de sus competencias profesionales.</li> </ul>



In terms of aims, they are presented as general and specific objectives by Programa de Acompañamiento Institucional, as merely objectives by Programa Gestores de Bilinguismo, and as goals and one objective for a component by Programa Todos a Aprender.

Regarding the aims of these programs, we can see that Programa Todos a Aprender is really huge, it targets all the schools in Colombia with low level of performance in Pruebas Saber 3 and 5 in 2011; Programa Gestores de Bilinguismo is addressed only to 141 focalized institutions in Colombia (MEN, 2015) and Programa de Acompañamiento Institucional was focused on three institutions in Barranquilla in 2011. Two of these programs are still working in 2017, Programa Todos a Aprender in its new version PTA 2.0, and Programa Gestores de Bilinguismo. On the contrary, Programa de Acompañamiento Institucional worked until 2015 with the three schools focalized.

The three programs have similar aims, however they are presented in terms of goals for Programa Todos a Aprender, as it was said before, but there is one objective for this program in regards to Formación situada. All programs are intended to enhance the teaching practice of the teachers involved in them through “Programas de formación” carried out in the schools, which is acompañamiento in situ for the teachers.

Regarding diagnosis, only Programa de Acompañamiento Institucional shows that clearly in its specific objectives. In the case of Programa Todos a Aprender, I could presume that they use data coming from Pruebas Saber as diagnosis to start working. Whereas, Programa Gestores de Bilinguismo does not have this aspect.

Another element pointed in the aims is the follow-up of the programs, only two of them allude to it, Programa de Acompañamiento Institucional and Programa Gestores de Bilingüismo. As for evaluation of the program, just Programa de Acompañamiento Institucional refers to it.

Generating improvement plans is also mentioned among the aims of Programa de Acompañamiento Institucional and Programa Gestores de Bilingüismo. Meanwhile the results of the students are the indicator to check whether it is an enhancement or not in Programa Todos a Aprender.

Next, an analysis of the components of the three programs is presented in the following table:

Table 5: Components TDP programs

COMPONENTS		
Programa de Acompañamiento Institucional SED through Local University	Programa de Acompañamiento Gestores de Bilingüismo MEN	Programa Todos a Aprender PTA MEN
<b>FASES:</b>  1.Diagnóstico:  -Jornadas de valoración.  -Diagnóstico de nivel de competencias en inglés de los docentes.  -Jornada de socialización de resultados de diagnóstico.  2. Planeación concertada. Formulación de planes de trabajo a través de mesas de trabajo. Las mesas de trabajo deberán estar conformadas por un directivo docente o coordinador de inglés (1), docentes de inglés (2) y de otras áreas (1).  3. Formación de docentes. Programa TDP con un componente de lengua y otro metodológico, el cual estará encaminado a suministrar herramientas teóricas y metodológicas a los docentes del área de inglés, que les permitan renovar sus	<b>MOMENTOS:</b>  1.Estrategias de mejoramiento: -Entrevista con rector y mentor. -Observación de clase (Acompañamiento en el aula). -Entrevista a Formadores Nativos Extranjeros. -Grupo focal con 15 estudiantes. -Grupo focal con todos los docentes de inglés de la IE. -Formulación de planes de acción (Institucional y de área). 2. Prácticas de aula.  -Seguimiento a los planes de acción formulados en la visita 1.  -Recolección de información en el aplicativo.  -Sesión de análisis curricular.  3. Mejoramiento y progreso.	<b>COMPONENTES:</b>  1.Pedagógico Materiales didácticos impresos virtuales en lenguaje y matemáticas.  Afinación de los estándares básicos de competencias.  Evaluación formativa a estudiantes.  2.Formación situada Formación didáctica y disciplinar a docentes de primaria.  Acompañamiento en el aula.  3.Gestión escolar Acompañamiento a rectores y directores en la gestión académica.  Evaluación de los diferentes actores del proyecto.  Metas de mejoramiento compartidas en

<p>conocimientos y fortalecer sus habilidades pedagógicas.</p> <p>4. Acompañamiento in situ.</p> <ul style="list-style-type: none"> <li>-Observación de clases.</li> <li>-Diseño de mallas curriculares.</li> <li>-Horarios académicos.</li> <li>-Estrategias didácticas.</li> <li>-Rutas de evaluación.</li> <li>-Informe final de acompañamiento.</li> <li>-Actas de asistencias.</li> </ul> <p>5. Evaluación y medición.</p> <ul style="list-style-type: none"> <li>-Prueba de salida a docentes.</li> <li>-Medición del impacto de cada fase.</li> <li>-Socialización de resultados.</li> <li>-Evaluación de satisfacción.</li> </ul>	<p>-Reconocimiento del estado actual de la implementación del programa de bilingüismo en la IE.</p> <p>-Socialización de avances regionales y reconocimiento de experiencias exitosas.</p> <p>-Formulación de planes de acción 2017 – 2018</p>	<p>las instituciones educativas.</p> <p>4. Condiciones básicas institucionales. Verificación y mejora de condiciones como docentes requeridos, infraestructura básica.</p> <p>Recursos de funcionamiento básico</p> <p>5. Comunicación y movilización Estrategia masiva de comunicación del programa.</p> <p>Padres de familia y comunidad como veedores del mejoramiento.</p>
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First of all, we can see in both Programa de Acompañamiento Institucional and Programa Gestores de Bilingüismo phases and moments, which are a series of activities that take place during the programs. Nevertheless, Programa Todos a Aprender shows the activities but goes further in its components including materials, resources, strategies for communication to support the program.

As for the activities, diagnosis is only present in of Programa de Acompañamiento Institucional, professional development programs are visible through a Acompañamiento in situ in Programa de Acompañamiento Institucional, Programa Gestores de Bilingüismo and Programa Todos a Aprender, and through a TDP program in of Programa de Acompañamiento Institucional.

The reformulation of the curriculum as a tool to enhance professional skills is something perceptible in Programa de Acompañamiento Institucional, meanwhile in Programa Gestores de Bilingüismo is only an analysis of the current curriculum of the

institution. In the case of Programa Todos a Aprender, the materials received give a general idea to follow a new curriculum.

The presence of the principal, coordinators and teachers from other subjects in Programa de Acompañamiento Institucional; of volunteers, students, coordinators and the principal in Programa Gestores de Bilinguismo; and finally, of parents and community in Programa Todos a Aprender. This situation makes these programs meaningful because it is noticeable the participations of other actors in the school scenario to reach the goals of each program.

In the three programs it is also appreciable the team work, they do some activities in groups, which can help them to create something new that was everybody's effort. Class observation with its proper feedback is used as well in those programs as a tool to grow up as teachers.

Finally, the strategies for improvement, the follow-up and the evaluation of each program are also important elements to strengthen as professional development programs.

As it was mentioned before of Programa de Acompañamiento Institucional, Programa Gestores de Bilinguismo and Programa Todos a Aprender are professional development programs, and to be named like this also requires a viewpoint from literature. According to Villegas-Reimers (2003) the new perspective of professional development has some specific characteristics, which I will present in the following check list with the purpose of verifying whether the programs presented before fulfill those requirements or not. To answer this check list, it was necessary to recall the quotations from narratives and

interviews aforementioned in the first part of this section, and the aims and components previously analyzed.

Table 6: Checklist for TDP programs

PROGRAM	PROGRAMA ACOMPAÑAMIENTO INSTITUCIONAL		PROGRAMA GESTORES DE BILINGÜISMO		PROGRAMA TODOS A APRENDER	
	Yes	No	Yes	No	Yes	No
Based on constructivism (Teachers are active learners)	X		X		X	
Long-term process	X		X		X	
Takes place within a particular context	X		X		X	
Supported by the school or curricular reform	X		X		X	
Sees teachers as a reflective practitioner	X			Not visible		Not visible
Collaborative process	X		X		X	
Different according to each setting	X		X		X	

After taking a look to the result, I could notice that Programa de Acompañamiento Institucional fulfills the 100 % of the characteristics; Programa Gestores de Bilingüismo, an 85.7%; and Programa Todos a Aprender, an 85.7% of the characteristics as well. These results from the check list show that all these programs accomplish the goals for which they were created.

## **5.2 Findings and discussion**

I have reported the results derived from information that I could get access from the answers of the teachers in the narratives and interviews related to teacher development and teacher learning. Documents analysis also gave an in-depth understanding of what teacher development programs intend to reach. Thanks to this information, I could get better understanding of the perspective that these teachers have about professional development and the learnings they could get by being part of these processes, not only for their professional lives but also for their personal ones. In this research, I also gave a look to the types of professional developments teachers have participated in, and gained insight in the aspects from teacher learning that have left a mark on them.

The findings reported in this study regarding teacher development and teacher learning will become valuable to the academic field, since the research about how teachers learn and develop is quite recent (Borko, 2004). Teachers as learners, building and reflecting on what they have learned through professional development activities should be reflected on the teacher quality and the quality of the school system (Bober, 2004). All this means that findings emerging from teacher learning and professional development research will enrich this field and will help future research regarding these topics.

Next, I will present the main findings of my research in relation to the aspects of teachers' learning that are fostered by their participation in TDP programs, and other valuable findings that also emerged from the analysis. These findings will be reported using some categories from KARDS model proposed by Kumaravadivelu (2012), previously presented in chapter three, namely ways of knowing, teacher identities and teacher beliefs. The categories will be presented separately with the purpose of clarity and analysis of these

findings but they belong to integral teachers whose pedagogical practice and personal life overlap, a teacher is like a diamond with many facets and edges, you can see many of them but it is still one single diamond.

#### 5.2.1 Ways of knowing

As said in chapter three, Kumaravadivelu (2012) prefers naming *knowing* instead of knowledge because knowing has to do more with ways of knowing, with a process and not a product. In this section, I will present findings regarding ways of knowing to refer to what teachers learned, because what they learned is still in process, in use to support their pedagogical and curricular practices.

##### 5.2.1.1 Knowledge and skills teachers still use from TDP programs and activities

There are always many topics in TDP programs and events but there are some specific aspects that really matter to teachers. Teachers obtain professional knowledge from a mixture of sources: pre- and in-service training programs, books, journals, conferences, conversations, TDP programs, etc. from experts who have the domain of that professional knowledge (Kumaravadivelu, 2012). In this research, participants expressed that they acquired knowledge in their colleges, attending to trainings, conferences, events and TDP programs. The next table summarizes these aspects:

Table 7: PD activities and teacher learning

PROFESSIONAL DEVELOPMENT ACTIVITIES	TEACHER LEARNING
Undergraduate programs Postgraduate programs Trainings from MEN, SED, SENA & other allies Courses (Publishers' sessions) Events (Bilingualism week, MEN) TDP Programa Gestores de Bilinguismo Mentoring PTA Department meetings	Treatment of Oral & receptive skills Treatment of Grammar & vocabulary Integration of ICT Pedagogical knowledge : methodology and feedback strategies Curricular knowledge: syllabus, curriculum, lesson planning, scope & sequence

In regard to language learning, for participants learning about skills was significant. As foreign language teachers are not immerse in an English environment daily, their competences in this language start to decrease, and that is why teachers need to be constantly updated on these topics: oral and receptive skills, and grammar and vocabulary (Benavides, 2011). According to Ministry of Education, English teachers for Básica secundaria and media should be B2, but this level is not shown by all Colombian teachers because of the aforementioned. The research “Bilingüismo en Colombia” (Sánchez, 2013) says that only the 25% of teachers were in B2 level, 35% in B1, 13% in A1, and more worrying is that the 14% did not reached at least the A1 level. Therefore, it is necessary the presence of more continuous TDP programs that combine methodology and language learning to overcome the existent gap.

To learn about technology and how it can be integrated in the classrooms is another topic that deserves our teachers' attention. We are in the 21<sup>st</sup> century and the new trends in education are focused on transforming teaching and learning with the help of technology (Groff & Mouza, 2008). As the range of age of our teachers is 38-62, we can notice that they were not born in the digital generation, therefore they are eager to learn more about technology because “using technology as a teaching and learning tool in the classroom does



so to an even greater extent since it involves both changes in classroom procedures and the use of often-unfamiliar technologies” (Bitner & Bitner, 2002, p. 96). Our teachers like learning about technology to get familiar with it to be updated with the last tendencies in education. Traditionally, it is said that teachers feel fear, anxiety regarding technology (Bitner & Bitner, 2002), but this is not true with the participants of this research, they are likely to learn more about technology. Nevertheless, TDP programs and professional activities should provide knowledge according to teachers’ ages, since adults learn under the principles of Andragogy (Knowles, 1973), in which we can see that adults do not change easily and their orientation to learn is problem-centered. Teachers need to learn personal productivity skills to foster their interest (Bitner & Bitner, 2002), in our case participants require to learn how to work with technology in the classroom to develop the four skills in their students, especially because many students do not have technological devices and internet access at home, teachers feel this knowledge will help to improve students’ performance in English.

Pedagogical and curricular knowledge was another important element mentioned by participants. Traditionally, the English teacher has been seen a curriculum consumer and not as one who either transforms or makes proposals. Here, it is shown a teacher interested in going deeper, with a new profile that intends to transform the curriculum, which is what TDP activities suggest. Participants really care about these topics, to be at the vanguard of aspects such as syllabus, lesson planning, scope and sequence was certainly meaningful, especially because here in Colombia we are part of Programa Nacional de Bilinguismo, which has brings many changes from Ministry of Education regarding National Standards, Basic Learning Rights, New Curriculum, and some other documents that deserves teachers’

attention, since they are necessary to build the entire English Program of each school. We learned in our undergraduate programs and graduate programs about these aspects, but as it was said before we are in the middle of changing policies coming from Ministry of Education and it is very important for teachers to learn more about them.

As for methodological strategies, teachers remarked these aspects very much. They considered learning about language teaching as relevant, learning about other ways to address classes and students as helpful for them since students might be more motivated to learn English. There is a need to transcend the “How to teach...” workshops, that is what the new suggested curriculum is targeting, what TDP programs seemed to look for, methodologies that could be adaptable to each school context. Why? Because sometimes, when we attend to events or when schools are invited to participate in initiatives coming from Secretaría de Educación and Ministry of Education, comments given by teachers suggest lack of motivation unless the topic or the program were interesting.

Now after giving a deeper revision to the findings, I can say that there are some precise topics that are motivating and significant for teachers, which they keep remembering and using after trainings, events and TDP programs. These findings might give an answer to future contents to be taught in TDP programs and professional events, since there is a dissatisfaction regarding professional development. According to the results of a research conducted by Gonzalez (2003), experts should bear in mind the following when designing programs: learn from teachers’ experiences, validate previous teachers’ knowledge, construct collaboratively practical contents, promote language acquisition and practice, and involve local experts who knows the context. Furthermore, these TDP programs and events do not remain, we teachers as professionals have expressed our need

of being engaged on our development, however, we only depend on three: graduate courses, ELT conferences, and publisher's sessions (González, 2007). We are in need of continuous development programs that were not part of the government policy on duty at that moment but of a national public policy that remains at least for some years, as the OECD (2016) report says, Colombia requires a common vision for their national actors and government levels if the country wants to succeed and be the most educated in Latin America by 2025.

#### 5.2.1.2 Aspects that make TDP programs pertinent

Teachers think that their participation in TDP programs has contributed to their learning because they could learn in situ, since the programs were carried out at the school and during the time teachers were in the school (Mizell, 2010). Furthermore, the activities were contextualized since teachers used their own curriculum and class to develop them (Timperley, as cited by Armour & Makopoulou, 2012). Co-construction and negotiation was another key factor, it is said by Knowles (1973) that adults learn better by means of negotiation, and it is comprehensible that participants felt comfortable under this system because they were working with others and not alone, as it was mentioned before in teacher identity section. All this, thanks to specialized people (Kumaravadivelu, 2012) who led the programs by teaching using modelling materials and creating a learning community in which teachers could plan together and perform microteachings that allowed them to work collaboratively.

The usage of microteachings and class observation is presented as a positive way to learn, since teachers could learn by receiving feedback (Guskey, cited by Villegas-Reimers, 2003) not only from the TDP leaders but also from their own peers. The fact that many of

this happens in the school, targeting aspects that teachers value is something relevant for them. Being observed by peers “is an excellent way to break down barriers and begin conversations that lead by professional development” (Bailey et al. 2001, p. 157), which means that by being in the same level as the observer, the one who is teaching feels freer, more comfortable in such away he/she can obtain a supportive feedback that can make him/her a better teacher. This opportunity to receive scaffolding allows them expand their Zone of Proximal Development, since through that interaction other peers who know more can move them to the other level. Vygotsky, as quoted by Swain, Kinnear & Steinman (2015), expresses that sometimes the individual requires the help of someone else to achieve the purpose of learning. This assistance process is called the Zone of Proximal Development or ZPD. That is why it is important to keep doing this type of activities that open opportunities of development.

### 5.2.2 Teacher identities

In this part, I will show findings regarding teacher identities, which are closely related to the teachers’ selves. Next, you will see aspects that emerged from the analysis which are results not only of their life as a teacher but also as person during his/her entire life.

#### 5.2.2.1 Professional ≈family identity

A very important aspect found, not part of the initial research question, was the relation between family and professional teacher identity. Teacher 3 mentioned that her identity as teacher is highly related to the fact of belonging to a family of teachers, which has influenced her on the paths and courses she has taken. Being a teacher is a service

profession, it is learned in the family and from the family. There is little academic literature referring to this situation but there many real stories heard, and some others posted on the internet in regards to that, in which some people say that as other professions the calling to become a teacher is something that may pass down generation to generation (Posnick-Goodwin, 2013; Fatima, n.d.; Leader, 2016). In her article, Leader (2016) affirms that “being exposed to the behind-the-scenes of education really gives teachers’ children an appreciation for the difficulties and joys of the job.” In other words, the fact of being surrounded of stories from schools, books, informal pedagogical chats, watching the family members preparing classes, being creative, etc., makes children to pay attention to this type of world, the world of teaching.

I found a research, a bachelor’s thesis of University of Malta, called *“I am a teacher like my mother”: mother's contribution to their daughter's process in becoming teachers*, in which the author presents as result, among other aspects, the mothers’ influence on the choice of being teachers of their daughters either directly or indirectly (Grech, 2015). The study remarks that mothers’ experience as teachers makes their daughters to be more conscious of the prominent position of education in their lives, and how those experiences were used to enhance their educational process and become more independent.

This could be an area for further research to find out more elements with respect to emotional, personal and professional aspects, and the role of the family or society in teacher’s roles and career development.

#### 5.2.2.2 Positive transforming identity- the teacher as an agent of transformation

Narratives provide evidence in regards to teachers' identities, in which transformation (Danielewicz, cited by Kanno & Stuart, 2011) occurs not only on the level of becoming a teacher but also on being agents of change. Kumaravadivelu (2012) states that "the social reality presents a picture where ethnic, religious, or linguistic affiliations and affinities within a nation get played up." That is why our teachers see their classrooms as the field to spread their message to have a better world to live in, to leave a mark in their students' conscience. Since teachers were children, they have seen a country with a pessimistic view of life and tired of too much violence because of the sociohistorical situation of the nation. So, being a teacher may be a synonym of being a promoter of a new perspective of the world, in which everybody can do well. English teachers can project peace, joy and an attitude of change in this historical time of our country.

#### 5.2.2.3 Apprentice identity-the teacher as a continuous apprentice

Our teachers see themselves as well as a source of inspiration of students' learning process, which is precisely remarked since they have been part of a professional development process, and as student-teachers they will understand better their students, since those students will see their teachers as students as well. Furthermore, teacher 3 reaffirms her identity of becoming a better teacher thanks to her participation in a TDP program, since she is again a student and her identity is reaffirmed as an apprentice. Teachers are students again, going back to the second phase of the "life cycle" model of the teacher career from Steffy et al. (Eros, 2011), which are: novice, apprentice, professional, expert, distinguished, and emeritus. This finding can be an evidence that the teacher profession life is cyclic, a teacher may move to one phase to another one, not only forward

but, in some cases, backwards depending on the required experience, that in this occasion is a professional development process.

#### 5.2.2.4 Professional community identity- builders of learning communities

Teachers also came out to the point of building learning communities thanks to professional development meetings. They said that meetings are very important to learn more. The previous idea, which says that teachers are isolated islands, who learn alone is left behind by our participants because they can construct with others. The sense of belonging to a community will help teachers to learn together and to strengthen their identity as teachers because they can have supportive and shared leadership, collective creativity/responsibility, shared values and vision, supportive conditions, and shared personal practice (Rodríguez, 2014). Although there is a policy with respect to learning communities (Plan Sectorial de Educación 2010-2014 and MEN 2013), they need to be more known in Colombia, which will permit teachers to enrich and enhance practices (Rodríguez, 2014). As a consequence, any learning community built through those programs might tend to disappear as well. We are in need of continuous development programs, since to have such programs it is necessary to carry on working. However, learning communities can be built and function as well, if we teachers make the decision of taking some time of our free time to gather together and have meetings, in which we can share and learn; and if these communities are supported by the school.

#### 5.2.3 Teacher beliefs

Retaking the definition of beliefs given by Kumaravadivelu (2012, p.60), “beliefs are considered to be the driving force behind decisions that individuals make throughout

their lives”, I could notice in my research that they were also reported by the participants. Following, I will present the findings related to this topic.

#### 5.2.3.1 Beliefs about dynamism

The belief that learning ICTs makes possible to have more dynamic classes, and that receiving more training on ICTs might support and develop the four skills in their classes is an important finding in this research. This belief is not only associated to the learning of language skills but also to other subjects. For instance, a research from Ermert et al. (2012) present findings related to the use technology in the classroom to reinforce Math skills and to enrich the class because students can be more excited and engaged with the usage of it. In our case, using technology in the classroom gives the opportunity to practice the English language, students can use reading web sites, chats, social networks, online magazines, games, among others. Students will have the chance to use the language in real contexts. This belief is connected to a finding emerged in the section ways of knowing, which deals with technology as well.

The dynamism is also shown as a belief but, in this case, regarding participation in class, which is closely related to the fact that students should use the English language to speak more inside the classroom. In other words more speaking participation equals more dynamism. The concern to teach dynamic classes is something that covers one of the targets of the English class, which should be indeed the use of the spoken language with a clear purpose, this situation is not only conceived by participants but also by other teachers (See Burns’ research, 1992).



I think all these dynamism concerns mentioned in the last two paragraphs are derived from one of the beliefs some teachers have, and ours are not the exception on this case. It is how teachers perceive themselves as classroom managers responsible for classroom roles, behaviors and activities inside the classroom (Burns, 1992). This author also affirms that this situation is “an evidence of the desire to meet the specific needs of their learners and at the same time of the tensions and pressures which complex classroom processes impose on them in various interconnecting ways” (p. 63). I agree with the author’s position, nowadays teachers still feel the pressure of the educational system, which advocates to teach more participative and dynamic classes but without giving teachers enough guidance to make it, thus they do what they suppose is right regarding their own beliefs. Holt-Reynolds’ research (2000) also confirm this point, she mentions that government policies call for more class interaction among students, thus participation-centered theories have appear as an answer for socially mediated knowledge, a form of social constructivist, which can be misinterpreted by teachers as participation equals learning. Another research carried out by OECD (2009) mentions that with this new constructivist view, teachers prefer to give an active role in the activities, in which the development of thinking and reasoning will acquire more importance (Staub and Stern, as cited by OECD, 2009), but depending on their own teachers’ perceptions and beliefs.

#### 5.2.3.2 Beliefs about teaching grammar and vocabulary

In this research I could notice how beliefs remain or may change. This might sound strange because almost all the literature related to belief expresses that they are fixed, resistant to change, especially if they were establish in early life (Borg, 2003). One of the participants (teacher 1) consider that teaching more advanced grammar and vocabulary as

the basis to improve the four skills, while another participant (teacher 4) showed a change in terms of saying that before he was more focused on grammar but now on skill interaction thanks to his participation in a TDP program. The first consideration supports what Woods (cited by Borg, 2003) says about teachers' prior experiences as language learners, he states that these experiences leave a mark on teachers in such a way that they can become beliefs. This is to say that if a teacher, when being a student, was instructed under the paradigm where grammar and vocabulary is significant, therefore he/she perhaps will assume this viewpoint when teaching as well.

As for the second aspect related to change in beliefs, I think it could be matter of more advanced research, I consider it is necessary to confirm whether a TDP program can help a teacher to modify a previous belief because the same teacher also affirmed during the interview that he is working nowadays with skills interaction but sometimes he needs to use traditional methods when the objective of the class is not reached by using the new ones. It is contradictory but worthy to explore. This situation lead us towards a new pedagogical concept called *Postmethod* discussed by Kumaravadivelu, who says that postmethod "signifies a search for an alternative to method rather than an alternative method" (Kumaravadivelu, as cited by Kumaravadivelu, 2003). This is to say that teachers should not be fixed to any method, they should apply several methods bearing in mind the context, the complexity of the topic, and the characteristics of the students. Thus, teachers can swim freely under the water of the complex world of teaching with the only purpose of reaching their goals.

### 5.2.3.3 Beliefs about learners' autonomy

Giving the opportunity to direct their own learning in the classroom appears here associated to student-student interaction, so learners' autonomy is related to opportunities for independent learning and non-controlled activities (Borg & Al-Busaidi, 2012), which is, according to these authors, a common belief generalized among language teachers. They state that teachers' lack of understanding about the real interpretation of the concept of autonomy. Consequently, English teachers need to have clear the notion of *autonomy*, which is defined by Holec to be "the ability to take charge of one's own learning" (as cited by Cotterall, 2000). In the same way, Benson (n.d. p.1) says that *autonomy in learning* "is about people taking more control over their learning in classrooms and outside them and *autonomy in language learning* about people taking more control over the purposes for which they learn languages and the ways in which they learn them." Bearing in mind these conceptions, it is noticeable that what teacher 4 thinks here is strongly tied to her own considerations about autonomous learning and ways to promote it, meanwhile the real concepts go further taking control of what students learn inside and outside the classroom, and even more being able to supervise their own learning.

To finish up this chapter, I will say that after analyzing the data provided from the instruments, and explaining the most significant findings presented in regard to teacher learning fostered by TDP programs and other development activities, I could divide them into three main categories namely: Ways of knowing, teacher identities and teacher beliefs, which will be discussed further in the conclusion chapter.

## **CHAPTER 6 CONCLUSION**

### **Introduction**

In this chapter, I will start by re-introducing the research question, then the most relevant findings related to the impact that TDP programs have on participating teachers' learning. Next, some limitations and suggestions to do more research in the future will be put forth. And finally, I will close up with a conclusion including some personal reflections regarding professional development programs and teacher learning.

### **6.1 What this research has shown**

In this research narratives, semi-structure interviews and document we gathered information in order to give answer to the research question: What aspects of teachers' learning are fostered by their participation in teacher development programs? This inquiry has explored answers from the participants' perspectives and the results has shown that there are some aspects from teacher learning that were affected by TDP programs and other activities.

The findings from this study showed this effect in three main aspects: ways of knowing, teacher identity and teacher beliefs. In regard to the first aspect, teachers see as relevant areas for continuous learning: enhancement of their oral own skills because they are not immersed in an English environment; integration of technology, despite being technology immigrants as adult learners and contrary to the common belief society has about teachers; pedagogical and curricular knowledge, to exercise a more transforming role and not only that of curriculum consumers, they want to be part of the transforming

chapter of Colombian education. Teachers also reported variables that made possible their learning, which are: the fact that TDPs were in situ, and contextualized activities that made them feel freer and comfortable; the use of microteachings as a pivotal tool to practice and learn with others and from other peers; and the creation of learning communities to strengthen collaborative work through co-construction and negotiation supporting their professional growth.

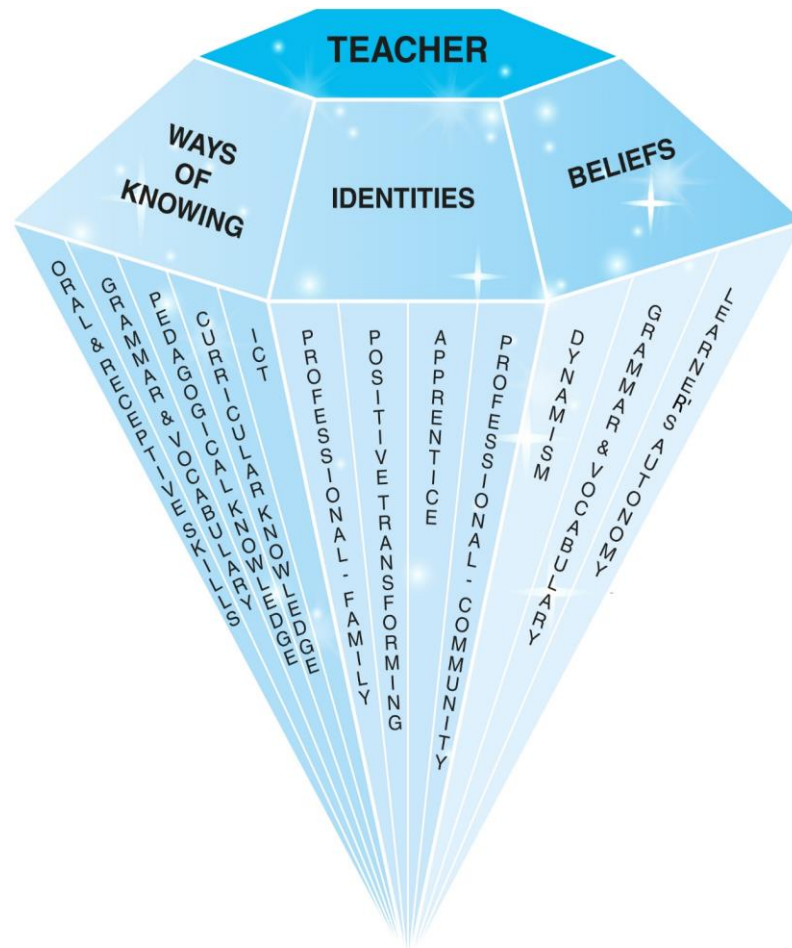
Regarding the second aspect, teacher identity, Díaz-Maggioli (2004) affirms that professional development is not only concerned about professional life but also concerned with the image of the teacher as a person. That is why all these processes concern the personal life of the teacher and either reinforce or help to create a new facet. The identities shown through the answers of participants were: Professional≈ family identity, becoming a teacher because he/she comes from a family of teachers; positive transforming identity, seeing themselves as agents of transformation in the middle of a critical sociohistorical situation of the country, spreading hope and love among their students; teacher ≈apprentice identity, the life cycle of a teacher is perceived as something that can go forward and backwards, i.e., teachers can become apprentices at any point of their career and being happy because they are learning new things; and professional community identity, teachers as promoters of learning communities that may enhance collaborative work as it was stated in the paragraph above.

As for the third aspect, teacher beliefs, there was evidence that teachers hold beliefs that are either associated to their previous learning (Wood, as cited by Borg, 2003) such as the conception of how important is teaching grammar to foster skills, or a misunderstanding of pedagogical concepts as autonomy and autonomous learning, for instance. Furthermore,

the analysis indicates that teachers may have changed some beliefs thanks to participating in TDP programs, contrary to Borg's position (2003), who says that beliefs are resistant to change, but confirmed by a research done by Wood & Bennett (as cited Villegas- Reimers, 2003) who say that beliefs and practices can have a change after participating in TDP programs.

The following figure will summarize the most relevant findings presented in this research through a model that I have called "The Diamond Model", because a teacher has many facets and edges but it is one single diamond, and with each learning process carried out thanks to development programs or activities, each face is smoothened:

Figure 1: The Diamond Model- EFL teacher learning after TDPs & and other development activities. Author' construction.



This diamond is a representation of EFL teacher learning as a complex system that works dynamically and synergistically to reach the desired goal of learning when participating in TDP programs and other development activities. According to Davis & Sumara (2012), the complexity research has its beginnings during Charles Darwin's time, but it was not recognized as such until the 1970's when those figures based on Euclidean geometry and Newtonian physics were substituted by images using fractal geometry and the structural dynamics of Biology to show interdependencies, and since 2000 complexity

has generated much more attention in the field of education, specially to explain how these *nested, co-entangled and networked* learning systems works with teachers.

Morin (1994), cited by Rosado (2012) expresses that teachers' learning are complex systems that show the typical characteristics of those complex systems: dynamic, open, emergent, and non-linear. Davis & Sumara (2012, p.37) also say that "the notion of constant learning/development is implicit in discussions of complex entities" and as this process is permanent, thus the conception of teacher education should be rethought in life-long terms because teachers are always learning, and thanks to the nature of TDP programs and other development activities that process is activated constantly giving brightness to each facet of the diamond which represents that complex entity called EFL teacher.

As I said before, I represented the conclusions of my findings using a diamond, which is a fractal. Goldberger et al., (2002, p. 2466) express that "fractal forms are composed of subunits (and sub-sub-units, etc.) that resemble the structure of the overall object." In this case, I show the EFL teacher as a unit that has several facets, which are symbolized in three subunits called ways of knowing, identities and beliefs. These subunits have also sub-sub-units, which can be clearly seen in figure 1, and although they are divided by edges, they are networked as a unit that works synergistically. The sub-sub-units of each facet are interconnected, and even so with other sub-sub-units from other facets because they belong to integral teachers whose pedagogical practice and personal life overlap.

This interdependence could be noticed in this research when the identities and beliefs were strongly impacted by variables that made possible teacher learning. For instance, the creation of learning communities that came out of TDP programs and



development activities related to pedagogical and curricular knowledge to strengthen collaborative work through co-construction and negotiation supported the professional growth of teachers and remarked their professional community identity and their teacher ≈apprentice identity. Learning in a professional community allowed teachers go beyond a belief related to grammar and vocabulary, which could even trigger changes in it. Thus, variables or actions related to TDP programs and other development activities make possible to stimulate many facets of the diamond namely EFL teacher.

## **6.2 Limitations of the study**

This research used narratives and interviews to a small group of teachers constituting the case: the number of participants, the subjectivity of the answers, the uniqueness of each perspective makes of this case a very particular one. Generalization was not the objective, but scientific research calls for possibilities of generalization and transferability. One limitation of this study is the fact that generalization and transferability of findings to other contexts is not immediate. Interested researchers will need to consider to what extent the particularities of this case could be similar to the particularities of teachers in other contexts. My own perception is that there are commonalities that teachers in state schools throughout the country share. In terms of rigor, qualitative research is oftentimes seen with caution. It is hope that the layers of analysis arising from triangulation of the data from the narratives, semi-structure interviews and documents helped to grant validity to the results, findings and conclusions drawn.

### **6.3 Suggestions for further research**

Bearing in mind the results and findings of this research, I would continue exploring more about professional and teacher learning. Further research could be focus on teacher identities regarding family identity, since there is little research about it. Furthermore, with this study I wonder whether teacher beliefs can change or not. To know so, I think it is necessary to explore more because the literature says that changing beliefs is not possible, so perhaps it is time for professional development programs to tip the scales. Could a TDP program trigger changes in teacher's beliefs?

### **6.4 A final thought**

This study gives a better insight and detailed understanding of the most relevant aspects from teacher learning that are fostered by their participation in some teacher development programs. I hope my research to be useful input for consideration when designing this type of programs. There is a main issue, beyond this study and affecting professional development programs in Colombia, programs tend to respond to government policies instead of public policies, and this is to say that when a government leaves most of the programs disappear with them. We teachers are in need of continuous, pertinent and professional programs that support our professional growth, with meaningful, contextualized activities that promote negotiation and co-construction of pedagogical and curricular aspects of our schools.

Finally, this study reveals a vision, and angle of what English teachers in-service want to face in teacher development programs, and how these aspects impact teacher's

identity and beliefs as well. I hope this study also represents in a holographic manner what most teachers in state schools in Colombia may also be experiencing.

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## **APPENDIX**

## **APPENDIX A**

### **NARRATIVES**

#### **Narrative teacher 1**

Events that have influenced my life as a teacher

Write about your life as a teacher. What events have had an impact or influence in your development? List the most important events and explain briefly why and how they influenced your learning and development.

En el recorrido de mi quehacer pedagógico he tenido la oportunidad de participar en muchos eventos que han influido positivamente en mi vida como docente.

Realicé un postgrado titulado Estrategias Pedagógicas y Tecnológicas para el desarrollo de la lectura y la escritura, el cual ha contribuido al mejoramiento del uso de estrategias metodológicas en el desarrollo de habilidades de lectura. La estrategia metodológica empleada en el grado sexto se basó en solicitar a cada grupo cinco textos diferentes con el objetivo de intercambiar los libros de lectura entre los cuatro grupos, lo que permitió contar con una base de datos de veinte textos diferentes para cada curso. Esto favoreció contar con la posibilidad de que cada estudiante tuviese la opción de leer veinte obras literarias distintas durante un año, reflejándose en los estudiantes una actitud positiva frente a la lectura generándose así una alta sensibilización, interés y compromiso de los estudiantes en el área de Humanidades.

Por otro lado, he participado en muchos otros eventos importantes tales como: English Discovery, orientado por el MEN, en este proyecto tuve la oportunidad de trabajar durante 2 años seguidos donde obtuve un aprendizaje en el uso de las TIC orientado hacia los procesos metodológicos específicos para la enseñanza y aprendizaje del Inglés referidos

a: lectura y aprendizaje de vocabulario, construcción de textos, escuchar conversaciones, diseñar aplicar y evaluar test en línea; evidenciando un mayor compromiso de los estudiantes hacia la asignatura, y a su vez dando muestras de buenos resultados en el área. Con el proyecto TDP, orientado por la Universidad X he fortalecido la comprensión de la malla curricular de Inglés, desde los estándares planteados por el MEN, lo que me ha permitido un mejor diseño de los planes de clases para las habilidades comunicativas: lectura, escritura, escucha y habla; conteniendo actividades de presentación, instrucciones, desarrollo, feedback y finalización que facilitan el aprendizaje de los estudiantes,

Otro de los eventos en los cuales he participado son: Semanas de Bilingüismo donde pude evidenciar las fortalezas de nuestros estudiantes y los de otras instituciones del Distrito de Barranquilla, Proyecto Reading Companion donde los estudiantes adquieren destrezas en la construcción de textos con y desde ilustraciones apoyándose en las TIC. Derechos Básicos de Aprendizaje, donde el MEN ilustra los temas mínimos que las instituciones deben ofrecer a los estudiantes en cada grado escolar.

Exxxxxx Bxxxx

## **Narrative teacher 2**

Events that have influenced my life as a teacher

Write about your life as a teacher. What events have had an impact or influence in your development? List the most important events and explain briefly why and how they influenced your learning and development.

En mi vida como docente he participado de eventos que han influido satisfactoriamente en mi quehacer pedagógico y a la vez que han enriquecido mi vida profesional.

Realicé un Postgrado en Informática y Telemática donde aprendí a diseñar programas, software, blogs, pagina web, entre otros, los cuales hasta la fecha han servido para el diseño de materiales y herramientas virtuales muy beneficiosas y de gran utilidad en el desarrollo y preparación de clases e interacción con los estudiantes.

He adquirido algunas capacitaciones ofrecidos por parte de Secretaria de Educación en convenio con la Universidad X donde adquirí conocimientos más avanzados de la lengua inglesa, en cuanto a gramática, vocabularios, entre otros, para luego ser usados en diálogos, conversaciones, exposiciones, dramatizaciones, videos, lecturas, comprensión de lectura, actividades de escucha todo esto para contribuir al mejoramiento en los niveles de Inglés para docentes de B1 a B2 como también en niveles de Inglés ofrecidos por el SENA virtual, donde a través de actividades virtuales pude dialogar en forma oral y escrita con otras personas de diferentes ciudades compartiendo experiencias personales, como también conversando sobre otras temáticas sugeridas por el Instructor. También participe en el Programa English Discovery donde aprendí a crear y desarrollar actividades con los estudiantes haciendo uso del computador en red, donde desde un servidor se enviaba a los

estudiantes las diferentes actividades de escucha, lectura, escritura y habla asignadas para trabajar en clase de acuerdo a la temática vista con un límite de tiempo. Asistí al Proyecto Reading Companion dictado por el MEN donde nos capacitaron para trabajar con los estudiantes en la lecto-escritura y comprensión de lectura en inglés basado en la creación de lecturas, textos y libros propios en los que se trabajó con los estudiantes de una forma interactiva y dinámica mediante la herramienta del computador.

Recientemente participé en un TDP con Universidad X, donde a través de su asesoría diseñamos las mallas curriculares correspondientes a los grados en los que estaba a cargo en ese momento de acuerdo a los requerimientos que los Estándares exigían, también fui orientada en la realización de listas de cotejo, planes de clases, como también observé clases de otros compañeros docentes y así adoptar algunas estrategias metodológicas y recursos para aplicarlos en mi clase.

Actualmente basado en lo anteriormente aprendido en la asesoría suministrada por la Universidad X, aun aplico el diseño de mallas curriculares, los cuales se van actualizando cada año de acuerdo a temáticas sugeridas en el currículo, los planes de clase que son de vital importancia para la preparación, diseño y planeación de las diferentes actividades a desarrollar durante el tiempo de la clase, (recursos, metodología, logros que se van alcanzar y los mecanismos de evaluación).

**Nxxxx Ixxxxxx**

### **Narrative teacher 3**

Events that have influenced my life as a teacher

Write about your life as a teacher. What events have had an impact or influence in your development? List the most important events and explain briefly why and how they influenced your learning and development.

#### **TEACHING MUCH MORE THAN JUST AN OCCUPATION**

I come from a family of teachers. My grandparents were teachers, my parents were teachers and I am a teacher. I started working in a small private school with students from very poor backgrounds and I learned that teaching is a lifestyle. Many people study to build a professional career as excellent teachers but in order to be a great one you have to work very hard.

According to this aspect, there are a lot of important qualities that teachers need such patience, consistency, professionalism, commitment and a good sense of humor, among others. However, if you don't love what you do, you will never be satisfied with your choice to be a teacher. A student needs someone to believe in him, a dedicated person who will inspire and instill a love for learning.

Getting to know the students is important, and therefore the teacher needs to be a good Communicator. This will help in assisting the students to develop and integrate basic skills and competences. This is a great challenge that requires innovative teachers capable of finding new and better ways to make their students motivated to learn.

A lot of work is required before class, such as researching, understanding different learners' needs and expectations, lesson planning, choosing materials, looking for strategies, resources and making sure the material is engaging. You have to work during class not only teaching specific topics, but also allowing your students the opportunity to direct their own learning. Students learn a lot talking to each other and they need to understand that mistakes are an integral part of the process. Finally, you need to work after class grading assignments, worksheets, and talking to the students, colleagues and parents about the students' progress.

In conclusion, to be an excellent teacher you have to be well respected, admired and loved by your students. You also have to continue learning about new ways to teach, which requires reading and investigating the best methodology to motivate your students day after day. This is not an easy job but I am sure it is one of the best.

Pxxxxxx Jxxxx

English Teacher



#### **Narrative teacher 4**

Events that have influenced my life as a teacher

Write about your life as a teacher. What events have had an impact or influence in your development? List the most important events and explain briefly why and how they influenced your learning and development.

The most important event that has influenced my life as a teacher is the current situation in education, mainly in Colombia. The fact that teaching and learning are not being applied the way that they should be, that is, taking into account student's needs and skills. It is one of the main reasons a person worried about the development of society would become a teacher.

My own learning process when I was a student, is one reason per se, as I used to observe my teachers and their methodologies. I also used to think of more effective and productive activities to provide to students in order to develop proficiency skills.

Another important event that had an impact on my development was the experience with foreign cultures, when I had the opportunity to meet some people from the USA and share ideas and thoughts without limits. Then, I wanted other people and most of all, children, to have the same experience to grow up in their personal aspect. Due to the events already described, I could get enough determination to become a teacher and an agent of change for society.

## APPENDIX B

### SEMI STRUCTURED INTERVIEWS

#### INTERVIEW QUESTIONNAIRE

In 2011, you participated in a “Programa de Acompañamiento Institucional” from Secretaría de Educación Distrital, carried out by Universidad x. The program had two components: a Teacher's’ Development Program and a “Acompañamiento in situ”. According to your experience in this program, please answer the following questions:

1. What component did you participate in?
2. What was your role or responsibility/ duties during the Acompañamiento in situ?  

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3. What did you learn as a result of your participation in the Acompañamiento in situ?  

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4. What did you do in the Teachers’ development program?  

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5. What did you learn as a result of your participation in the Teachers’ development program?
6. How often do you use in your practice today what you learned from the Programa de Acompañamiento?  
Always\_\_\_\_\_ Usually\_\_\_\_\_ Sometimes\_\_\_\_\_ Never\_\_\_\_\_

If your answer was always or usually, could you give an example of how you use it?

If your answer was sometimes or never, please explain why

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7. Are you currently participating of any “Acompañamiento”?

Yes\_\_\_\_\_ No\_\_\_\_\_

If so, please describe briefly the acompañamiento:

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8. Please tell me if this acompañamiento is influencing your practice and in what ways.

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Thanks for collaborating.

## Interview teacher 1

*Y.M: Bueno nos encontramos en el día de hoy con la docente Exxxxx Bxxxxx, Exx, bienvenida hoy vamos hablar acerca del programa de Acompañamiento institucional que tuvo la institución acá en el colegio en el 2011, ese proyecto que fue de Secretaria de Educación y que fue desarrollado por la Universidad x , ese programa tuvo dos componentes: El programa de Desarrollo profesoral y el Acompañamiento in situ.*

*De acuerdo a la experiencia que tuviste en ese programa, Exx, por favor nos respondes estas preguntas, ¿en qué componente participaste?*

E.B: En ambos componentes.

*Y.M: ¿Cuál fue tu rol o tu responsabilidad en el Acompañamiento In Situ que hicimos acá con Lxxx Kxxxxx?*

E.B.: Estuve al frente de ella coordinando los ajustes, los cambios que había que hacer en la malla curricular de acuerdo a los estándares en el área de inglés. Tuvimos la oportunidad de reunirnos varias veces acá en la institución haciendo los ajustes que Lxxx Kxxxxx nos recomendaba con respecto a la práctica que debíamos llevar en la institución.

*Y.M: ¿Qué aprendiste como resultado de esa participación del Acompañamiento in situ, lo que se hizo acá en el colegio, qué aprendiste tú de eso?*

E.B: Pues con respecto al aprendizaje que nos dejó prácticamente fue poner en práctica cada una de las recomendaciones que la Universidad en ese momento nos pudo regalar, las mallas y planes de clase, o traer a la institución a través de la coordinadora Lxx Kxxxxx. alguna veces nos reuníamos en la institución, otra veces nos citaba en la universidad y

nosotros íbamos porque de verdad queríamos unos buenos resultados para el desarrollo de la programación nuestra en la asignatura de inglés.

***Y.M: Bueno, y qué hacías en el programa de desarrollo profesoral, qué se hacía en la Universidad X? ¿Qué recuerdas que hacías?***

E.B: Pues hacíamos presentaciones orientadas por los docentes, teníamos desarrollos de determinadas temáticas relacionadas con metodología y pedagogía en el desarrollo de las clases en el aula. A la vez teníamos nosotros muestras del material que íbamos trabajando, por ejemplo como se prepara una clase en inglés, cómo diseñar actividades que sean más prácticas actividades teniendo en cuenta lo que era el *Reading*, el *speaking* y cada una de las actividades que realizábamos allá.

***Y.M: Bueno, ok, la otra pregunta es: ¿Qué aprendiste tú como resultado de tu participación en ese programa de desarrollo profesoral allá en la Universidad X? ¿Qué aprendiste?***

E.B: Poner en práctica, hacer una clase más dinámica, en donde los estudiantes pudieran participar más, llevándoles diferentes actividades, hacer una clase más dinámica, más práctica, en donde queríamos lograr más que todo involucrar a los estudiantes que cada uno pudiera mostrar lo que iba aprendiendo en el desarrollo de la clase. Sobre todo perdiendo y echando a un lado ese temor que tienen los estudiantes cuando les toca hablar en público y a la vez que los demás sientan respeto cuando el compañero se está dirigiendo a ellos. En conclusión que la clase sea más dinámica, más práctica.

***Y.M: Exxx, cuán a menudo usas en tu práctica hoy en diría hoy en día lo que aprendiste de ese programa de acompañamiento tanto de programa de Desarrollo profesoral como***

***el Acompañamiento In Situ? Hoy en día, tú que aplicas? ¿Qué tan a menudo lo usas?  
¿Siempre, usualmente, algunas veces o nunca?***

E.B: Usualmente casi tiendo a que sea siempre porque como el objetivo que uno persigue es que el estudiante se involucre y que no se canse, que esté al tanto de la temática que estamos desarrollando para que el pueda poner en práctica en su vida cotidiana. Poder relacionarse el uno con el otro o en un momento dado aplicar los conocimientos que él va aprendiendo cuando tiene que compartir con los demás compañeros en clase.

***Y.M: ¿Actualmente estas participando de algún acompañamiento aquí en la institución?***

E.B: Ahorita mismo sí del Ministerio de Educación, hace poquito estuvimos en un encuentro con una representante del Ministerio de Educación.

***Y.M: Ok. Y ese acompañamiento en que ha consistido? ¿Qué recuerdas, en qué consistió?***

E.B: Prácticamente es recordar los cambios o actualizar más que todo hacer una clase más dinámica partiendo del uso de las TICs. Nosotros sabemos a ciencia cierta como en un buen laboratorio de inglés donde los niños puedan interactuar, la clase se haría mucho más dinámica y el profesor tendría que trabajar menos y habría mucho más interés y entusiasmo, y mucho más valor le daría el estudiante a la asignatura porque no podemos olvidar que además de ser una signatura es una lengua y que en estos momentos es primordial para ellos.

***Y.M: ¿Sientes que este acompañamiento está influenciando tus prácticas en las clases y de qué manera?***

E.B: Pues sí, porque siento más motivación, de ver como los estudiantes participan y de ver que ellos sí están en estos momentos dándole el valor que se merece a la asignatura.

*Y.M: Bueno muchas gracias, Exxxx, gracias por tus palabras*

## **Interview teacher 2**

*Yeisy Molina: Bueno en la tarde de hoy nos encontraos con Nxxxxx Ixxxxx. Ella es profesora del Instituto Distrital Nueva Granada.*

*Nxxxxx, te vamos a hacer una preguntas acerca del programa de acompañamiento institucional que se desarrolló acá en el año 2011, la Secretaria de Educación Distrital y que fue llevado a cabo por la Universidad X. Este programa tenía dos componentes: El programa de desarrollo profesoral que se realizó en la Universidad X y el acompañamiento In Situ que se realizó acá con Lxxx Kxxxxx. Y queremos que de acuerdo con la experiencia que tuviste en ese programa nos respondas estas preguntas:*

*Y.M. ¿En qué componente participaste tú?*

N.I: Participé en los dos componentes.

*Y.M: ¿Cuál fue tu rol o responsabilidad durante el acompañamiento In Situ que se hizo acá en el colegio?*

N.I: Bueno en el acompañamiento que se hizo acá en el colegio, tuve la oportunidad de trabajar de la mano con Lxx Kxxxxx en el desarrollo de las mallas curriculares del grado en el que estaba en ese momento asumiendo. Junto con ella hicimos los ajustes pertinentes de acuerdo a los estándares que en ese momento estaban ejerciendo y que se estaban exhibiendo en las instituciones.

***Y.M: ¿Qué aprendiste como resultado de tu participación en ese Acompañamiento In situ?***

N.I: Aprendí mucho sobre todo el aspecto de que a partir de los estándares se desarrollaba todo nuestro proceso en la instituciones en el aula de clases que todo tenía que ser ajustado coordinado con los recursos con las actividades, que con todo lo que en sí la malla exige.

Era un proceso conjunto, había una unidad de criterios en cuanto a la temática y para que se desarrollaran bien las clases ya en nivel presencial.

***Y.M: ¿Qué hacías en el programa de desarrollo profesoral allá en la Universidad X?  
¿Qué era lo que hacían?***

N.I: Bueno, en la Universidad X tuvimos la oportunidad de estar en clases con los docentes de la universidad, pues allá nos estuvieron enseñando todo lo que tenía que ver con respecto a la metodología, todo lo que tenía que ver con la parte de recursos, todo lo que fuese aplicable en el aula de clases.

***Y.M: ¿Y qué sientes tú que aprendiste con los resultados de tu participación en ese programa de desarrollo profesoral allá en la Universidad X?***

N.I: Bueno, aprendí muchísimo porque a raíz de la intervención de ellos en la institución, porque a raíz que estuvieron observando nuestras clases, nosotros también estuvimos observando la clase de nuestros compañeros docentes. Ellos hicieron las respectivas correcciones al caso, y pues nos sugirieron actividades metodologías y recursos con que trabajar. Y hasta el día de hoy los estoy aplicando para que las clases fueran más amenas, especialmente utilizando la parte de la tecnología que es lo que llama mucho la atención al



estudiante y que se necesita realmente en nuestras clases de inglés para mantenerlos motivados todo el tiempo.

***Y.M: Tú comentaste que todavía hoy en día usas esos elementos que aprendiste en el programa de acompañamiento. ¿Cuán a menudo lo usas, siempre, usualmente, algunas veces?***

N.I: La verdad es que a raíz de ese programa, que tuvimos la oportunidad de realizar con la Universidad X, he adquirido la costumbre de aplicar todas las metodologías, todo lo que ellos nos facilitaron para que nuestras clases fueran amenas, entonces siempre la estoy usando en el aula de clases con mis estudiantes y he visto los cambios la motivación de parte de ellos y pues la satisfacción que he visto que han aprendido y han avanzado mucho en cuanto en la clase se refiere.

***Y.M: Nxxxxx, actualmente estás participando en un proceso de acompañamiento?***

N.I: Bueno ahora mismo estamos teniendo el acompañamiento del Ministerio de Educación, estuvimos hace poco en una capacitación sobre los Derechos Básicos de Aprendizaje y ahí pues nos dieron muchas iniciativas, nos dieron muchas enseñanzas como aplicar como desarrollar en nuestro que hacer pedagógico.

***Y.M: Y sientes que ese acompañamiento ha influenciado un poco tu práctica o qué tanto ha influenciado tu práctica?***

N.I: La verdad sí que ha influenciado porque cada día, a medida que van surgiendo cosas pues cada día vamos aprendiendo más y eso nos sirve para enriquecer nuestro quehacer pedagógico, y en realidad pues si vemos que cada día se ven los logros no sólo conmigo a nivel profesional sino también con los logros de los estudiantes a diario.

***Y.M: Observo que en la narrativa que hiciste hablaste mucho de ciertos eventos. ¿Cómo sientes tú que ha sido ese proceso de aprendizaje en los eventos en los que asistes?***

N.I: La verdad es que cada que uno tiene la oportunidad de asistir a estos eventos nos enriquece nuestra vida profesional, la actualiza y pues cada uno de esos eventos se convierte en un logro y un avance para nuestra carrera profesional y para mí han sido muy significativos en mí quehacer pedagógico

***Y.M: Bueno, muchas gracias, Nxxxxx, por tus respuestas que tengas una feliz tarde y que Dios te bendiga.***

N.I: Gracias Yeisy.

### **AMPLIACIÓN DE LA ENTREVISTA**

***Y. M: Nxxxxx, la vez anterior estuvimos hablando y tú nos comentaste que aprendiste en los resultados de tu participación en el programa de desarrollo profesoral en la Universidad X y nos hablaste que allá seguían unas actividades metodológicas y recursos con los cuales trabajaste entonces nos comentabas que tú aprendiste mucho de eso. ¿De qué actividades metodológicas estabas hablando? Danos un ejemplo.***

N.I: Bueno dentro de las actividades metodológicas que aprendimos con la Universidad X en la asesoría que estuvieron dándonos me llamaba mucho la atención la parte de las actividades que nos realizaron de lectura y comprensión para trabajar con los estudiantes, también utilizábamos juegos de palabras para aprender vocabularios y trabajarlos con los estudiantes en el salón de clases, y a partir de ese vocabulario se trabajaba con la construcción de frases también al mismo tiempo, las cuales fueron muy provechosas

incluso para nosotros a nivel personal y a la vez para aplicarlos con los estudiantes.

También se trabajaba con ejercicio de pronunciación en formas lúdicas e interactivas.

***Y.M: Ok, Nxxxx, en otra parte tú nos hablabas de que esos elementos que aprendiste en el programa de acompañamiento los usabas y adquiriste la costumbre de aplicar esas metodologías en las clases últimamente. Entonces, nos podías dar un ejemplo de esas metodologías.***

N.I: Particularmente con los estudiantes de sexto que estoy trabajando este año, le recalco mucho la actividad de la pronunciación y actividad del vocabulario y son muy amenas las clases, se les hace muy divertida esa parte y al mismo tiempo los chicos aprovechan para memorizar el mayor número de palabras que se necesitan aprender para la siguiente temática que vayamos a trabajar.

***Y.M: En otra parte nos hablabas de las iniciativas que te estaban dando en el proceso actual de acompañamiento que es llevado a cabo por el Ministerio de Educación. Entonces como actualmente estás participando en ese proceso, dinos por ejemplo qué tipo de iniciativas te han llamado la atención?***

N.I: Bueno el día que vino la gestora estuvimos trabajando con ella un ejemplo sobre la parte del currículo en la construcción de mallas y pues ese día escogimos un curso un grado específico en ese caso fue el grado sexto y junto con el currículo más los Derechos Básicos empezamos a hacer una serie de actividades sobre la temática escogida. El derecho básico que se tenía que aplicar ahí, los objetivos, los recursos y todas las actividades que íbamos a ir desarrollando en determinada temática.

***Y.M: Y consideras tú que estas aplicando ahora alguna de esas cosas?***

N.I: Sí, claro fue de mucha ayuda porque en realidad a veces como que no estamos ubicados en ciertas cosas y con base a las explicaciones que nos dieron pues ya uno se ajusta más a los que realmente el Ministerio de Educación quiere que enseñemos en el salón de clases.

*Y.M: Ok, muchas gracias Nxxxxx por estas aclaraciones.*

### **Interview teacher 3**

*Yeisy: Okay, today we have a teacher here, she was working with us in 2011 with 8th grade and I would like to ask you some questions.*

*In 2011, you participated in a Programa de Acompañamiento Institucional, carried out by Universidad X. The program had two components: a Teachers development program and Acompañamiento In situ, according to the experience you had in the program, please answer these questions:*

*Y. M: What component did you participate in?*

**P. J:** Well in 2011, I remember that I was participating in TDP, a teacher development program. I remember that and I think that it was a really great experience for me, my work as a teacher at a school.

*Y. M: What was your role or responsibility you had during this Acompañamiento in situ?*

**P. J:** Well, one of my responsibilities was that I was teaching students from 8th grade. In that time, we were doing some works in a syllabus from our school. I remember that at that time we worked together, all the teachers, as a learning community. In order to help others and in order to be better teachers at that time. And I think that we could get a lot of interesting things and I remember anything else, I think we were doing that and it was a great experience for everybody.

***Y. M: Okay, What do you remember, what did you learn as a result of your participation in this Acompañamiento?***

**P. J:** Well, it was a long time ago but I think that year 2011, we had the opportunity to work together with some new colleagues, we were planning together some classes for our students and when we had that opportunity we could improve our knowledge about teaching. And we could help our other colleagues at the school. I think one of the most important aspects related to the lesson plans because in that moment maybe, all teachers were working as an individual work, everybody was doing a great job I think, but everybody work alone, but after TDP, many times teachers were working together and when we worked together it was always better.

***Y. M: What did you do in the TDP program, in the teachers development program at the Universidad X? What do you remember? What did you do?***

**P. J:** I remember first of all that all of the teachers were really great and they told us many times that we have to be really active and creative and be responsible with the process with our students and for example, the feedback I remember that because teachers told us that we have to motivate our students to continue learning English as a second language. And I remember the vocabulary exercises that we did at the time, and I think that was the most important – the planning, the lesson plan, and the feedback. I think that was the most important for me in that time

***Y.M : What did you learn in your participation in the TDP program? What did you learn in that?***

**P. J:** I remember that we had to check the standards and in that time we had the opportunity to read a lot and we had to choose the better options in order to guide our work at the school and I remember that most important was the interaction between the teachers,

working together towards that purpose.

***Y. M: How often do you use in your practice, in your work now, what you learnt on the TDP program and Acompañamiento In situ? How often, usually? Sometimes?***

**P. J:** I think that I always use everything that I learnt from that program, all the time because if I continue working as a teacher, I need everything that can help me to be better. So I try to program everything that I am going to do in my classroom with my students, so I think everything is important and I have the opportunity to continue using in the class.

***Y.M: Are you currently participating of any Acompañamiento, nowadays?***

**P. J:** Well, at this moment I am participating in a program like that but not as an English teacher. I am working with teachers from primary schools and they were teaching Spanish and I have the opportunity to share my experience as a teacher but not in English. Anyway, I think that it's a great opportunity to help them but to learn from them too because definitely when we work together we can improve everything. It's much better

***Y.M: Okay, it means you are working as a mentor at this time?***

**P. J:** Yes, yeah of course, it's an amazing experience because at the beginning many of the teachers felt that "oh, but that's not possible, I have been working as a teacher for more than 20 years and I don't need any help with that because I know how to work", but come later and they say "Oh, thank you, Patricia because your advises are so good for me, I can do better. I didn't know this and I know it now" and so they are happy and feel comfortable and I am happy too.

***Y.M: Okay this Acompañamiento in which you are working is influencing, sorry, your practice as a teacher? In what way?***

**P. J:** Of course, in what way, of course, you help other teachers and you learn from other teachers too. As a learning community, it's perfect, a really great experience and it's a good

opportunity to learn.

**Y. M:** *Thank you very much, Pxxxxx for your time.*

**P. J:** Okay, you're welcome.

#### **Interview teacher 4**

**Y.M:** *En la tarde de hoy nos encontramos con Jxxx Cxxxx, él es docente de noveno grado del Institución Distrital Nueva Granada y le vamos hacer unas preguntas acerca de una experiencia que él tuvo en año 2011, en el cual participó en el Programa de Acompañamiento Institucional de la Secretaría de Educación y que fue desarrollado por la Universidad X. El programa tenía dos componentes, el programa de Desarrollo Profesional y un Acompañamiento in situ.*

*Entonces de acuerdo a la experiencia que tuviste en ese programa Jxxx Cxxxx, respóndenos las siguientes preguntas por favor. En primer lugar, en qué componente participaste de ese programa? ¿En qué componentes participaste? ¿Al programa de Desarrollo Profesional allá en la Norte, asististe?*

**J.C:** Claro, sí asistí al programa de desarrollo profesoral.

**Y.M:** *¿Y el Acompañamiento In Situ?*

**J.C:** También estuve ahí

**Y.M:** *¿Cuál fue tu responsabilidad o qué recuerdas tú de ese acompañamiento In Situ, del trabajo que se hizo con Lxxx Kxxxx, qué te tocó hacer?*

J.C: Bueno, luego de ver una serie de enseñanzas de metodologías sobre las distintas habilidades, después había que aplicarlas en el aula de clases, esa fue una muy bonita experiencia y muy informadora.

***Y.M: ¿Qué aprendiste como resultado en tu participación en ese Acompañamiento In Situ, de todo eso que se hizo acá con la revisión de las mallas y todo lo demás?***

J.C: En muchas ocasiones, te centras en el aprendizaje en sólo una habilidad o dos habilidades, y muchas veces te olvidas de integrar todas esas partes de todas esas habilidades en el desarrollo de una clase.

***Y.M: Bien, gracias. ¿Qué recuerdas o que hacías en el programa de Desarrollo Profesional que se desarrollaba en la Universidad X? ¿Qué cosas hacían?***

J.C: Bueno, incluía la parte conceptual, cómo se desarrolla una clase, el desarrollo de las distintas habilidades, los pasos a seguir, todas las estrategias que se utilizan para el desarrollo de cada una de las habilidades. Muchas cosas muy importantes de nuestra vida como profesores.

***Y.M: ¿Y qué aprendiste como resultado de tu participación en este programa de desarrollo profesoral que hizo la universidad? ¿Qué aprendiste o cómo aprendiste?***

J.C: ¿Que aprendí? Aprendí a poner en práctica muchas de las cosas que aprendí ahí en el desarrollo profesoral

***Y.M: ¿Cómo cuáles, por ejemplo?***



J.C: ¿Como cuáles? Por lo menos eso que no teníamos en cuenta siempre nos centrábamos de pronto en la parte gramatical, algo de pronunciación, algo de lectura, pero no tenía en claro de incluir todo esas habilidades en una clase, eso fue lo que más aprendí.

***Y.M: ¿Cómo integrarlas?***

J.C: Como integrar todas las habilidades en el desarrollo de la clase

***Y.M: ¿Cuán a menudo actualmente, ahora en el 2016, cuán a menudo has usado en tu práctica hoy en día lo que aprendiste en ese programa de acompañamiento, tanto del Acompañamiento In situ que se hizo aquí como lo que aprendiste en el Desarrollo profesoral? ¿Cuán a menudo lo llevas en práctica siempre, usualmente, algunas veces?***

J.C: Bueno, usualmente lo pongo en práctica, porque hay algunos núcleos temáticos que son un poco más difíciles, entonces hay que enseñárselos a los estudiantes del punto de vista que ellos estaban acostumbrados porque muestran muchas falencias en esa parte, cuando ya se mueve esa parte regresamos nuevamente a integrar todas las habilidades.

***Y.M.: Entonces es de la integración de las habilidades es un ejemplo de lo que aprendiste allá y que pones en práctica acá.***

J.C: Es correcto.

***Y.M: ¿Actualmente estás siendo partícipe de algún acompañamiento acá en la institución, le están haciendo algún acompañamiento?***

J.C: Bueno, el acompañamiento claro que sí lo estamos haciendo.

***Y.M. ¿Qué programa de acompañamiento, por quién? Por el Ministerio, por la Secretaría?***

J.C: Por parte del Ministerio de Educación estamos teniendo una mentora que viene periódicamente a revisar nuestro trabajo, a revisarnos las clases, a dar unas sugerencias nuevamente para revisar todo ese proceso que aprendimos.

***Y.M: Ok. Una última pregunta, Jxxxx Cxxxxx. ¿Ese acompañamiento que estás realizando actualmente está influenciando tu práctica y de qué manera crees que la está influenciando y de qué forma?***

J.C: Bueno, está influenciando porque de todas maneras siempre hay que estarse actualizándose, siempre hay que estar en la práctica considerando muchas cosas y son buenas observaciones que nos hacen estos observadores en nuestra práctica pedagógica diaria.

***Y.M: Una cosita más para preguntarte, Jxxxx Cxxxxx, tú en la narrativa nos comentaste que aprendiste mucho como veías tú a los profesores cuando estabas estudiando y la metodología, cómo es el proceso, cómo sentías ese proceso de aprendizaje, cómo te nutrías?***

J.C: Bueno realmente desde el punto de vista del aula de clases era siempre la misma repetidora, la gramática siempre, de la parte autodidacta que no deja de hacer parte del crecer al ser humano, entonces me surtía de esa experiencia con otros compañeros que estudiaban inglés y siempre me gustaba leer y ver las películas y las canciones. Todo lo demás.

***Y.M: O sea que no únicamente aprendiste de tus profesores sino de tus compañero y también, fuiste autodidacta?***

J.C: Es correcto

***Y.M. ¿Y esta experiencia que tienes con extranjeros como se da?***

J.C: Bueno, porque afortunadamente somos una institución que hace cinco años está recibiendo apoyo didáctico de diferentes extranjeros, de cada uno de ellos, de cuatro de ellos que hemos tenido y que han estado aportando su conocimiento muy bueno para el proceso de crecimiento mío y de los estudiantes también.

***Y.M: ¿Y qué sientes tú que has aprendido con estos voluntarios?***

J.C.: Bueno, sobre todo el manejo de inglés directo, ya por experiencia directa el contacto con ellos, el poder conversar y que la realidad que los muchachos vean pues no es un montaje de un libro sino una situación real que se presenta en la clase.

***Y.M: Entonces sientes que ha sido positivo esto.***

J.C: Claro que sí. Mucho, mucho.

***Y.M: Bueno muchas gracias, Jxxxx Cxxxxx, gracias por tus opiniones y darnos estas respuestas.***

#### AMPLIACIÓN DE LA ENTREVISTA

***Y.M: Bueno en la tarde de hoy nos encontramos para hacer unas aclaraciones a la anterior entrevista que hicimos con Jxxxx Cxxxx.***

***Jxxx Cxxxxx, en el punto donde hablamos de la responsabilidad que tú tenías en el Acompañamiento in situ que se hizo acá en el colegio con Lxxx Kxxxx quisiera que me ampliaras un poco más acerca de esa responsabilidad. ¿Qué era lo que tú hacías en ese proceso de Acompañamiento in situ?***

J.C: Bien, en esos momentos que estuvimos compartiendo, nos tocaba poner en práctica elaborar el plan de clases, seguir los distintos pasos para la elaboración de un plan de clases, y como integrar las distintas habilidades en un mismo contexto. Esa fue la responsabilidad de nosotros poner en práctica eso que habíamos aprendido en la universidad y que se hacía una observación directa en las aulas de clases.

***Y.M: Ok. Y quién hacía esa observación?***

J.C.: Lxxx Kxxxx.

***Y.M: Ok Jxxx Cxxxxx. También tenemos una parte que quisiera que nos aclararas que tiene que ver con eso que aprendiste en el programa de Acompañamiento institucional, desarrollo profesoral y acompañamiento in situ. ¿Cuán a menudo llevas eso en la práctica? Tú nos hablas acerca de unos núcleos en tu respuesta, acerca de unos núcleos temáticos que a los estudiantes se les hace un poco más difíciles, acláranos sobre ellos.***

J.C: Bien. Bueno todo lo que colocamos en práctica, pues se trata de hacer en las clases, ¿verdad? Pero en la realidad cuando hay unos núcleos o unos temas, a los que yo me refiero ahí, unos temas que para los estudiantes es difícil para ellos hasta entenderlos en español, entonces hay que abandonar un poco esa metodología integradora por llamarlo así, y regresar a la práctica de enseñarles primero la gramática para que ellos puedan entender después esa estructura o esa gramática en un contexto como debería ser.

***Y.M: O sea que quieres decir que en algunos momentos hay que volver un poquito a lo tradicional también?***

J.C: Correcto, a eso me refiero.

***Y.M: Bueno ok, Jxxxx Cxxxx. Y también tengo otra pregunta que tiene que ver con la narrativa que tú nos hablabas que aprendías mucho de tus profesores cuando estabas estudiando con ellos, de su metodología. Me puedes decir o ampliar como así esa metodología que aprendías de ellos, qué te enamoraba de ellos o qué querías tú repetir?***

J.C: Bueno algunos de esos docentes, yo creo que la gran mayoría aportaron ese crecimiento profesional mío, esas habilidades que ellos tenían para orientar las clases, cada uno fue aportando ese granito de arena y de cada uno de ellos aprendiendo las diferentes estrategias.

***Y.M: ¿Cómo cuales, por ejemplo?***

J.C: Por lo menos las formas de orientar las clases, nos dejaban muy claro los distintos tipos de estudiantes que podíamos encontrar en un aula de clases y cómo funcionaba tal estrategia en un sitio y no funcionaba en otro.

***Y.M: Por ejemplo, qué tipo de estrategia? ¿Alguna habilidad?***

J.C: Sí, por lo menos cuando hablamos de los estilos de aprendizaje diferenciar a esos estudiantes que son muy buenos escuchando, pero son muy malos de pronto en la parte del “speaking” por decir así o algunos que son muy bueno en lectura pero son muy malos en escritura, entonces muchas de esas podemos llamarlos “tips” de cómo manejar esa situación.

***Y.M: Ok, tú también nos hablas en tu narrativa acerca de la experiencia que has tenido con los extranjeros, dices que ellos han aportado, tú dices que han aportado mucho en tus conocimientos. ¿Puedes decirnos que tipo de cosas que aprendizaje has tenido con ellos?***

J.C: Bueno bastante, bastante, con ellos se ha incrementado bastante mi habilidad para el “listening” o el “speaking” que de pronto uno se aleja un poco de la práctica, ¿verdad? pero al tener un compañero ahí permanente en la práctica con el idioma, tú sientes que vas cada día mejorando esa habilidad.

***Y.M: Para terminar, Jxxxx Cxxxx, en tu narrativa quieres ampliar de pronto algún evento importante en tu vida o sea eventos que se han realizado en tu vida o ya cuando te graduaste como profesor o algún acontecimiento que te haya influenciado, como por ejemplo asistir a un curso o algo así? ¿Qué te ha impactado y que has aprendido ahí?***

J.C: Bueno yo creo que después de esos años de estudios siempre en el círculo de los docentes de inglés en los distintos eventos, donde compartimos con las editoriales, con el mismo distrito que nos están capacitando constantemente estamos creciendo en eso, pues todas esas experiencias compartidas, como decía anteriormente con personas directamente parlantes del inglés es una experiencia muy gratificante y muy enriquecedora.

***Y.M: Me podrías mencionar de pronto alguno de esos eventos y que te ha impactado que aprendiste allí que tú todavía lo pones en práctica.***

J.C: El uso de las tecnologías, el avance de las tecnologías en los procesos de enseñanza y aprendizaje de inglés que lo hemos estado aprendiendo en los distintos eventos, en la semana del bilingüismo del distrito nos han aportado mucho en cuanto a esa estrategia y recursos.

***Y.M: Bueno muchas gracias, Jxxxx Cxxxxx, feliz tarde.***

## **APPENDIX C**

### **DOCUMENTS**

The documents revised are attached in three different files:

- a. Propuesta de Acompañamiento Institucional SED.
- b. Programa Gestores de Bilingüismo.
- c. Política de Calidad. Programa PTA

## APPENDIX D

### QUOTES FROM SOFTWARE ATLAS TI 6.0

#### All current quotations (96). Quotation-Filter: All

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HU: Teacher learning  
File: [C:\Users\Yeisy Molina\Documents\Scientific Software\ATLAS\TextBank\Teacher learning.hpr6]  
Edited by: Super  
Date/Time: 07/11/16 12:25:06 p. m.

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**P 2: Narrativa T1.rtf - 2:1 [Realicé un postgrado titulado ..] (2:2) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]  
No memos

Realicé un postgrado titulado Estrategias Pedagógicas y Tecnológicas para el desarrollo de la lectura y la escritura,

**P 2: Narrativa T1.rtf - 2:2 [Por otro lado, he participado ..] (3:3) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]  
No memos

Por otro lado, he participado en muchos otros eventos importantes tales como: English Discovery, orientado por el MEN,

**P 2: Narrativa T1.rtf - 2:3 [Con el proyecto TDP, orientado..] (3:3) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]  
No memos

Con el proyecto TDP, orientado por la Universidad X

**P 2: Narrativa T1.rtf - 2:4 [Otro de los eventos en los cua..] (4:4) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]  
No memos

Otro de los eventos en los cuales he participado son: Semanas de Bilingüismo

**P 2: Narrativa T1.rtf - 2:5 [Proyecto Reading Companion] (4:4) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]  
No memos

Proyecto Reading Companion

**P 2: Narrativa T1.rtf - 2:6 [Derechos Básicos de Aprendizaj..] (4:4) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]  
No memos



Derechos Básicos de Aprendizaje, donde el MEN ilustra los temas mínimos que las instituciones deben ofrecer a los estudiantes en cada grado escolar.

**P 2: Narrativa T1.rtf - 2:7 [Realicé un postgrado titulado ..] (2:2) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Realicé un postgrado titulado Estrategias Pedagógicas y Tecnológicas para el desarrollo de la lectura y la escritura, el cual ha contribuido al mejoramiento del uso de estrategias metodológicas en el desarrollo de habilidades de lectura

**P 2: Narrativa T1.rtf - 2:8 [Por otro lado, he participado ..] (3:3) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Por otro lado, he participado en muchos otros eventos importantes tales como: English Discovery, orientado por el MEN, en este proyecto tuve la oportunidad de trabajar durante 2 años seguidos donde obtuve un aprendizaje en el uso de las TIC orientado hacia los procesos metodológicos específicos para la enseñanza y aprendizaje del Inglés referidos a: lectura y aprendizaje de vocabulario, construcción de textos, escuchar conversaciones, diseñar aplicar y evaluar test en línea;

**P 2: Narrativa T1.rtf - 2:9 [Con el proyecto TDP, orientado..] (3:3) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Con el proyecto TDP, orientado por la Universidad X he fortalecido la comprensión de la malla curricular de Inglés, desde los estándares planteados por el MEN

**P 2: Narrativa T1.rtf - 2:10 [Proyecto Reading Companion don..] (4:4) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Proyecto Reading Companion donde los estudiantes adquieren destrezas en la construcción de textos con y desde ilustraciones apoyándose en las TIC

**P 2: Narrativa T1.rtf - 2:11 [Derechos Básicos de Aprendizaj..] (4:4) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Derechos Básicos de Aprendizaje, donde el MEN ilustra los temas mínimos que las instituciones deben ofrecer a los estudiantes en cada grado escolar.

**P 2: Narrativa T1.rtf - 2:12 [La estrategia metodológica emp..] (2:2) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

La estrategia metodológica empleada en el grado sexto se basó en solicitar a cada grupo cinco textos diferentes con el objetivo de intercambiar los libros de lectura entre los cuatro grupos, lo que permitió contar con una base de datos de veinte textos diferentes para cada curso. Esto favoreció contar con la posibilidad de que cada estudiante tuviese la opción de leer veinte obras literarias distintas durante un año, reflejándose en los estudiantes una actitud positiva frente a la lectura generándose así una alta sensibilización, interés y compromiso de los estudiantes en el área de Humanidades.

**P 2: Narrativa T1.rtf - 2:13 [Con el proyecto TDP, orientado..] (3:3) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Con el proyecto TDP, orientado por la Universidad X he fortalecido la comprensión de la malla curricular de Inglés, desde los estándares planteados por el MEN, lo que me ha permitido un mejor diseño de los planes de clases para las habilidades comunicativas: lectura, escritura, escucha y habla; conteniendo actividades de presentación, instrucciones, desarrollo, feedback y finalización que facilitan el aprendizaje de los estudiantes,

**P 3: Narrativa T2.rtf - 3:1 [Realicé un Postgrado en Inform..] (4:4) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Realicé un Postgrado en Informática y Telemática

**P 3: Narrativa T2.rtf - 3:2 [He adquirido algunas capacitac..] (5:5) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

He adquirido algunas capacitaciones ofrecidos por parte de Secretaria de Educación en convenio con la Universidad X

**P 3: Narrativa T2.rtf - 3:3 [niveles de Inglés ofrecidos po..] (5:5) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

niveles de Inglés ofrecidos por el SENA virtual,

**P 3: Narrativa T2.rtf - 3:4 [También participe en el Progra..] (5:5) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

También participe en el Programa English Discovery

**P 3: Narrativa T2.rtf - 3:5 [Asistí al Proyecto Reading Com..] (5:5) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Asistí al Proyecto Reading Companion dictado por el MEN

**P 3: Narrativa T2.rtf - 3:6 [Recientemente participé en un ..] (6:6) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Recientemente participé en un TDP con Universidad X

**P 3: Narrativa T2.rtf - 3:7 [Realicé un Postgrado en Inform..] (4:4) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Realicé un Postgrado en Informática y Telemática donde aprendí a diseñar programas, software, blogs, pagina web,

**P 3: Narrativa T2.rtf - 3:8 [He adquirido algunas capacitac..] (5:5) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

He adquirido algunas capacitaciones ofrecidos por parte de Secretaria de Educación en convenio con la Universidad X donde adquirí conocimientos más avanzados de la lengua inglesa, en cuanto a gramática, vocabularios, entre otros,

**P 3: Narrativa T2.rtf - 3:9 [También participe en el Progra..] (5:5) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING] [TEACHER LEARNING IN PRACTICE]

No memos

También participe en el Programa English Discovery donde aprendí a crear y desarrollar actividades con los estudiantes haciendo uso del computador en red, donde desde un servidor se enviaba a los estudiantes las diferentes actividades de escucha, lectura, escritura y habla asignadas para trabajar en clase de acuerdo a la temática vista con un límite de tiempo.

**P 3: Narrativa T2.rtf - 3:10 [Asistí al Proyecto Reading Com..] (5:5) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING] [TEACHER LEARNING IN PRACTICE]

No memos

Asistí al Proyecto Reading Companion dictado por el MEN donde nos capacitaron para trabajar con los estudiantes en la lecto-escritura y comprensión de lectura en inglés basado en la creación de lecturas, textos y libros propios en los que se trabajó con los estudiantes de una forma interactiva y dinámica mediante la herramienta del computador.

**P 3: Narrativa T2.rtf - 3:11 [Recientemente participé en un ..] (6:6) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Recientemente participé en un TDP con Universidad X, donde a través de su asesoría diseñamos las mallas curriculares correspondientes a los grados en los que estaba a cargo en ese momento de acuerdo a los requerimientos que los Estándares exigían, también fui orientada en la realización de listas de cotejo, planes de clases

**P 3: Narrativa T2.rtf - 3:12 [como también observé clases de..] (6:6) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

como también observé clases de otros compañeros docentes y así adoptar algunas estrategias metodológicas y recursos para aplicarlos en mi clase.

**P 3: Narrativa T2.rtf - 3:13 [Realicé un Postgrado en Inform..] (4:4) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Realicé un Postgrado en Informática y Telemática donde aprendí a diseñar programas, software, blogs, pagina web, entre otros, los cuales hasta la fecha han servido para el diseño de materiales y herramientas virtuales muy beneficiosas y de gran utilidad en el desarrollo y preparación de clases e interacción con los estudiantes.

**P 3: Narrativa T2.rtf - 3:14 [He adquirido algunas capacitac..] (5:5) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

He adquirido algunas capacitaciones ofrecidos por parte de Secretaria de Educación en convenio con la Universidad X donde adquirí conocimientos más avanzados de la lengua inglesa, en cuanto a gramática, vocabularios, entre otros, para luego ser usados en diálogos, conversaciones, exposiciones, dramatizaciones, videos, lecturas, comprensión de lectura, actividades de escucha todo esto para contribuir al mejoramiento en los niveles de Inglés para docentes de B1 a B2

**P 3: Narrativa T2.rtf - 3:15 [Actualmente basado en lo anter..] (7:7) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Actualmente basado en lo anteriormente aprendido en la asesoría suministrada por la Universidad X, aun aplico el diseño de mallas curriculares, los cuales se van actualizando cada año de acuerdo a temáticas sugeridas en el currículo, los planes de clase que son de vital importancia para la preparación, diseño y planeación de las diferentes actividades a desarrollar durante el tiempo de la clase, (recursos, metodología, logros que se van alcanzar y los mecanismos de evaluación) .

**P 3: Narrativa T2.rtf - 3:16 [como también en niveles de Ing..] (5:5) (Super)**

Codes: [WAYS OF TEACHER LEARNING] [EXAMPLES OF TEACHER LEARNING]

No memos

como también en niveles de Inglés ofrecidos por el SENA virtual, donde a través de actividades virtuales pude dialogar en forma oral y escrita con otras personas de diferentes ciudades compartiendo experiencias personales, como también conversando sobre otras temáticas sugeridas por el Instructor

**P 3: Narrativa T2.rtf - 3:17 [Recientemente participé en un ..] (6:6) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Recientemente participé en un TDP con Universidad X, donde a través de su asesoría diseñamos las mallas curriculares correspondientes a los grados en los que estaba a cargo en ese momento de acuerdo a los requerimientos que los Estándares exigían, también fui orientada en la realización de listas de cotejo, planes de clases, como también observé clases de otros compañeros docentes y así adoptar algunas estrategias metodológicas y recursos para aplicarlos en mi clase.

**P 4: Entrevista T2 Act.rtf - 4:1 [Junto con ella hicimos losaju..] (7:7) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT MEETINGS]

No memos

Junto con ella hicimos los ajustes pertinentes de acuerdo a los estándares que en ese momento estaban ejerciendo y que se estaban exhibiendo en las instituciones.

**P 4: Entrevista T2 Act.rtf - 4:2 [Bueno, en la Universidad del N..] (11:11) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno, en la Universidad X tuvimos la oportunidad de estar en clases con los docentes de la universidad, pues allá nos estuvieron enseñando todo lo que tenía que ver con respecto a la metodología, todo lo que tenía que ver con la parte de recursos, todo lo que fuese aplicable en el aula de clases.

**P 4: Entrevista T2 Act.rtf - 4:3 [Bueno ahora mismo estamos teni..] (17:17) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT ACTIVITIES]

No memos

Bueno ahora mismo estamos teniendo el acompañamiento del Ministerio de Educación, estuvimos hace poco en una capacitación sobre los Derechos Básicos de Aprendizaje y ahí pues nos dieron muchas iniciativas, nos dieron muchas enseñanzas como aplicar como desarrollar en nuestro que hacer pedagógico.

**P 4: Entrevista T2 Act.rtf - 4:4 [La verdad es que cada que uno ..] (21:21) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT ACTIVITIES]

No memos

La verdad es que cada que uno tiene la oportunidad de asistir a estos eventos nos enriquece nuestra vida profesional, la actualiza y pues cada uno de esos eventos se convierte en un

logro y un avance para nuestra carrera profesional y para mí han sido muy significativos en mí quehacer pedagógico

**P 4: Entrevista T2 Act.rtf - 4:5 [Bueno el día que vino la gesto..] (30:30) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Bueno el día que vino la gestora estuvimos trabajando con ella un ejemplo sobre la parte del currículo en la construcción de mallas y pues ese día escogimos un curso un grado específico en ese caso fue el grado sexto y junto con el currículo más los Derechos Básicos empezamos a hacer una serie de actividades sobre la temática escogida. El derecho básico que se tenía que aplicar ahí, los objetivos, los recursos y todas las actividades que íbamos a ir desarrollando en determinada temática.

**P 4: Entrevista T2 Act.rtf - 4:6 [Bueno en el acompañamiento que..] (7:7) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno en el acompañamiento que se hizo acá en el colegio, tuve la oportunidad de trabajar de la mano con Luz Karime en el desarrollo de las mallas curriculares del grado en el que estaba en ese momento asumiendo. Junto con ella hicimos los ajustes pertinentes de acuerdo a los estándares que en ese momento estaban ejerciendo y que se estaban exhibiendo en las instituciones.

**P 4: Entrevista T2 Act.rtf - 4:7 [Aprendí mucho sobre todo el as..] (9:9) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Aprendí mucho sobre todo el aspecto de que a partir de los estándares se desarrollaba todo nuestro proceso en la instituciones en el aula de clases que todo tenía que ser ajustado coordinado con los recursos con las actividades, que con todo lo que en sí la malla exige. Era un proceso conjunto, había una unidad de criterios en cuanto a la temática y para que se desarrollaran bien las clases ya en nivel presencial.

**P 4: Entrevista T2 Act.rtf - 4:8 [Bueno, en la Universidad del N..] (11:11) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno, en la Universidad X tuvimos la oportunidad de estar en clases con los docentes de la universidad, pues allá nos estuvieron enseñando todo lo que tenía que ver con respecto a la metodología, todo lo que tenía que ver con la parte de recursos, todo lo que fuese aplicable en el aula de clases.

**P 4: Entrevista T2 Act.rtf - 4:9 [Bueno ahora mismo estamos teni..] (17:17) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno ahora mismo estamos teniendo el acompañamiento del Ministerio de Educación, estuvimos hace poco en una capacitación sobre los Derechos Básicos de Aprendizaje y ahí pues nos dieron muchas iniciativas, nos dieron muchas enseñanzas como aplicar como desarrollar en nuestro que hacer pedagógico.

**P 4: Entrevista T2 Act.rtf - 4:10 [Bueno dentro de las actividade..] (26:26) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno dentro de las actividades metodológicas que aprendimos con la Universidad X en la asesoría que estuvieron dándonos me llamaba mucho la atención la parte de las actividades que nos realizaron de lectura y comprensión para trabajar con los estudiantes, también utilizábamos juegos de palabras para aprender vocabularios y trabajarlos con los estudiantes en el salón de clases, y a partir de ese vocabulario se trabajaba con la construcción de frases también al mismo tiempo, las cuales fueron muy provechosas incluso para nosotros a nivel personal y a la vez para aplicarlos con los estudiantes. También se trabajaba con ejercicio de pronunciación en formas lúdicas e interactivas.

**P 4: Entrevista T2 Act.rtf - 4:11 [Bueno el día que vino la gesto..] (30:30) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno el día que vino la gestora estuvimos trabajando con ella un ejemplo sobre la parte del currículo en la construcción de mallas y pues ese día escogimos un curso un grado específico en ese caso fue el grado sexto y junto con el currículo más los Derechos Básicos empezamos a hacer una serie de actividades sobre la temática escogida. El derecho básico que se tenía que aplicar ahí, los objetivos, los recursos y todas las actividades que íbamos a ir desarrollando en determinada temática.

**P 4: Entrevista T2 Act.rtf - 4:12 [Bueno en el acompañamiento que..] (7:7) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Bueno en el acompañamiento que se hizo acá en el colegio, tuve la oportunidad de trabajar de la mano con Luz Karime en el desarrollo de las mallas curriculares del grado en el que estaba en ese momento asumiendo. Junto con ella hicimos los ajustes pertinentes de acuerdo a los estándares que en ese momento estaban ejerciendo y que se estaban exhibiendo en las instituciones.

**P 4: Entrevista T2 Act.rtf - 4:13 [Y hasta el día de hoy los esto..] (13:13) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Y hasta el día de hoy los estoy aplicando para que las clases fueran más amenas, especialmente utilizando la parte de la tecnología que es lo que llama mucho la atención al estudiante y que se necesita realmente en nuestras clases de inglés para mantenerlos motivados todo el tiempo.

**P 4: Entrevista T2 Act.rtf - 4:14 [La verdad es que a raíz de ese..] (15:15) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

La verdad es que a raíz de ese programa, que tuvimos la oportunidad de realizar con la Universidad X, he adquirido la costumbre de aplicar todas las metodologías, todo lo que ellos nos facilitaron para que nuestras clases fueran amenas, entonces siempre la estoy usando en el aula de clases con mis estudiantes y he visto los cambios la motivación de parte de ellos y pues la satisfacción que he visto que han aprendido y han avanzado mucho en cuanto en la clase se refiere.

**P 4: Entrevista T2 Act.rtf - 4:15 [Particularmente con los estudi..] (28:28) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Particularmente con los estudiantes de sexto que estoy trabajando este año, le recalco mucho la actividad de la pronunciación y actividad del vocabulario y son muy amenas las clases, se les hace muy divertida esa parte y al mismo tiempo los chicos aprovechan para memorizar el mayor número de palabras que se necesitan aprender para la siguiente temática que vayamos a trabajar.

**P 4: Entrevista T2 Act.rtf - 4:16 [Sí, claro fue de mucha ayuda p..] (32:32) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Sí, claro fue de mucha ayuda porque en realidad a veces como que no estamos ubicados en ciertas cosas y con base a las explicaciones que nos dieron pues ya uno se ajusta más a los que realmente el Ministerio de Educación quiere que enseñemos en el salón de clases.

**P 4: Entrevista T2 Act.rtf - 4:17 [Bueno, aprendí muchísimo porqu..] (13:13) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Bueno, aprendí muchísimo porque a raíz de la intervención de ellos en la institución, porque a raíz que estuvieron observando nuestras clases, nosotros también estuvimos observando la clase de nuestros compañeros docentes. Ellos hicieron las respectivas correcciones al caso, y pues nos sugirieron actividades metodologías y recursos con que trabajar.

**P 4: Entrevista T2 Act.rtf - 4:18 [Era un proceso conjunto, había..] (9:9) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT MEETINGS]

No memos

Era un proceso conjunto, había una unidad de criterios en cuanto a la temática y para que se desarrollaran bien las clases ya en nivel presencial.



**P 5: Entrevista T1.rtf - 5:1 [Estuve al frente de ella coord..] (5:5) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Estuve al frente de ella coordinando los ajustes, los cambios que había que hacer en la malla curricular de acuerdo a los estándares en el área de inglés.

**P 5: Entrevista T1.rtf - 5:2 [Tuvimos la oportunidad de reun..] (5:5) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT MEETINGS]

No memos

Tuvimos la oportunidad de reunirnos varias veces acá en la institución haciendo los ajustes que Luz Karime nos recomendaba con respecto a la práctica que debíamos llevar en la institución.

**P 5: Entrevista T1.rtf - 5:3 [Pues con respecto al aprendiza..] (7:7) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Pues con respecto al aprendizaje que nos dejó prácticamente fue poner en práctica cada una de las recomendaciones que la Universidad en ese momento nos pudo regalar, las mallas y planes de clase, o traer a la institución a través de la coordinadora Lxx Kxxxx.

**P 5: Entrevista T1.rtf - 5:4 [Alguna veces nos reuníamos en ..] (7:7) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT MEETINGS]

No memos

Alguna veces nos reuníamos en la institución, otra veces nos citaba en la universidad y nosotros íbamos porque de verdad queríamos unos buenos resultados para el desarrollo de la programación nuestra en la asignatura de inglés.

**P 5: Entrevista T1.rtf - 5:5 [Pues hacíamos presentaciones o..] (9:9) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Pues hacíamos presentaciones orientadas por los docentes, teníamos desarrollos de determinadas temáticas relacionadas con metodología y pedagogía en el desarrollo de las clases en el aula.

**P 5: Entrevista T1.rtf - 5:6 [A la vez teníamos nosotros mue..] (9:9) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

A la vez teníamos nosotros muestras del material que íbamos trabajando, por ejemplo como se prepara una clase en inglés, cómo diseñar actividades que sean más prácticas actividades teniendo en cuenta lo que era el *Reading*, el *speaking* y cada una de las actividades que realizábamos allá.

**P 5: Entrevista T1.rtf - 5:7 [Poner en práctica, hacer una c..] (11:11) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Poner en práctica, hacer una clase más dinámica, en donde los estudiantes pudieran participar más, llevándoles diferentes actividades, hacer una clase más dinámica, más práctica, en donde queríamos lograr más que todo involucrar a los estudiantes que cada uno pudiera mostrar lo que iba aprendiendo en el desarrollo de la clase. Sobre todo perdiendo y echando a un lado ese temor que tienen los estudiantes cuando les toca hablar en público y a la vez que los demás sientan respeto cuando el compañero se está dirigiendo a ellos. En conclusión que la clase sea más dinámica, más práctica.

**P 5: Entrevista T1.rtf - 5:8 [Prácticamente es recordar los ..] (17:17) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Prácticamente es recordar los cambios o actualizar más que todo hacer una clase más dinámica partiendo del uso de las TICs.

**P 5: Entrevista T1.rtf - 5:9 [Pues sí, porque siento más mot..] (19:19) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Pues sí, porque siento más motivación, de ver como los estudiantes participan y de ver que ellos sí están en estos momentos dándole el valor que se merece a la asignatura.

**P 5: Entrevista T1.rtf - 5:10 [Poder relacionarse el uno con ..] (13:13) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Poder relacionarse el uno con el otro o en un momento dado aplicar los conocimientos que él va aprendiendo cuando tiene que compartir con los demás compañeros en clase.

**P 6: Interview T3.rtf - 6:1 [In that time, we were doing so..] (8:8) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

In that time, we were doing some works in a syllabus from our school.

**P 6: Interview T3.rtf - 6:2 [I remember that at that time w..] (8:8) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT MEETINGS]

No memos

I remember that at that time we worked together, all the teachers, as a learning community. In order to help others and in order to be better teachers at that time. And I think that we could get a lot of interesting things and I remember anything else, I think we were doing

that and it was a great experience for everybody.

**P 6: Interview T3.rtf - 6:3 [Well, it was a long time ago b..] (10:10) (Super)**

Codes: [PROFESSIONAL DEVELOPMENT MEETINGS]

No memos

Well, it was a long time ago but I think that year 2011, we had the opportunity to work together with some new colleagues, we were planning together some classes for our students and when we had that opportunity we could improve our knowledge about teaching.

**P 6: Interview T3.rtf - 6:4 [I think one of the most import..] (10:10) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING] [PROFESSIONAL DEVELOPMENT MEETINGS] [WAYS OF TEACHER LEARNING]

No memos

I think one of the most important aspects related to the lesson plans because in that moment maybe, all teachers were working as an individual work, everybody was doing a great job I think, but everybody work alone, but after TDP, many times teachers were working together and when we worked together it was always better.

**P 6: Interview T3.rtf - 6:5 [I remember first of all that a..] (12:12) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

I remember first of all that all of the teachers were really great and they told us many times that we have to be really active and creative and be responsible with the process with our students and for example, the feedback I remember that because teachers told us that we have to motivate our students to continue learning English as a second language. And I remember the vocabulary exercises that we did at the time, and I think that was the most important - the planning, the lesson plan, and the feedback. I think that was the most important for me in that time

**P 6: Interview T3.rtf - 6:6 [I remember that we had to chec..] (14:14) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING] [WAYS OF TEACHER LEARNING]

No memos

I remember that we had to check the standards and in that time we had the opportunity to read a lot and we had to choose the better options in order to guide our work at the school and I remember that most important was the interaction between the teachers, working together towards that purpose.

**P 6: Interview T3.rtf - 6:7 [So I try to programme everythi..] (16:16) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

I think that I always use everything that I learnt from that programme, all the time because if I continue working as a teacher, I need everything that can help me to be better. So I try

to programme everything that I am going to do in my classroom with my students, so I think everything is important and I have the opportunity to continue using in the class.

**P 6: Interview T3.rtf - 6:8 [Well, at this moment I am part..] (18:18) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Well, at this moment I am participating in a programme like that but not as an English teacher. I am working with teachers from primary schools and they were teaching Spanish and I have the opportunity to share my experience as a teacher but not in English. Anyway, I think that it's a great opportunity to help them but to learn from them too because definitely when we work together we can improve everything. It's much better

**P 6: Interview T3.rtf - 6:9 [Yes, yeah of course, it's an a..] (20:20) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Yes, yeah of course, it's an amazing experience because at the beginning many of the teachers felt that "oh, but that's not possible, I have been working as a teacher for more than 20 years and I don't need any help with that because I know how to work", but come later and they say "Oh, thank you, Patricia because your advises are so good for me, I can do better. I didn't know this and I know it now" and so they are happy and feel comfortable and I am happy too.

**P 6: Interview T3.rtf - 6:10 [Of course, in what way, of cou..] (22:22) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Of course, in what way, of course, you help other teachers and you learn from other teachers too. As a learning community, it's perfect, a really great experience and it's a good opportunity to learn.

**P 7: Narrative T3.rtf - 7:1 [I come from a family of teache..] (3:3) (Super)**

Codes: [TEACHER LEARNING AS PERSONAL CONSTRUCTION]

No memos

I come from a family of teachers. My grandparents were teachers, my parents were teachers and I am a teacher. I started working in a small private school with students from very poor backgrounds and I learned that teaching is a lifestyle. Many people study to build a professional career as excellent teachers but in order to be a great one you have to work very hard.

**P 7: Narrative T3.rtf - 7:2 [According to this aspect, ther..] (5:5) (Super)**

Codes: [TEACHER LEARNING AS PERSONAL CONSTRUCTION]

No memos

According to this aspect, there are a lot of important qualities that teachers need such

patience, consistency, professionalism, commitment and a good sense of humor, among others.

**P 7: Narrative T3.rtf - 7:3 [However, if you don't love wha..] (5:5) (Super)**

Codes: [TEACHER LEARNING AS REFLECTIVE PRACTICE]

No memos

However, if you don't love what you do, you will never be satisfied with your choice to be a teacher. A student needs someone to believe in him, a dedicated person who will inspire and instill a love for learning.

**P 7: Narrative T3.rtf - 7:4 [Getting to know the students i..] (7:7) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Getting to know the students is important, and therefore the teacher needs to be a good Communicator. This will help in assisting the students to develop and integrate basic skills and competences. This is a great challenge that requires innovative teachers capable of finding new and better ways to make their students motivated to learn.

**P 7: Narrative T3.rtf - 7:5 [A lot of work is required befo..] (9:9) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

A lot of work is required before class, such as researching, understanding different learners' needs and expectations, lesson planning, choosing materials, looking for strategies, resources and making sure the material is engaging. You have to work during class not only teaching specific topics, but also allowing your students the opportunity to direct their own learning. Students learn a lot talking to each other and they need to understand that mistakes are an integral part of the process. Finally, you need to work after class grading assignments, worksheets, and talking to the students, colleagues and parents about the students' progress.

**P 7: Narrative T3.rtf - 7:6 [You also have to continue lear..] (11:11) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

You also have to continue learning about new ways to teach, which requires reading and investigating the best methodology to motivate your students day after day. This is not an easy job but I am sure it is one of the best.

**P 8: Narrative T4.rtf - 8:1 [The most important event that ..] (5:5) (Super)**

Codes: [TEACHER LEARNING AS REFLECTIVE PRACTICE]

No memos

The most important event that has influenced my life as a teacher is the current situation in education, mainly in Colombia. The fact that teaching and learning are not being applied

the way that they should be, that is, taking into account student's needs and skills. It is one of the main reasons a person worried about the development of society would become a teacher.

**P 8: Narrative T4.rtf - 8:2 [My own learning process when I..] (7:7) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

My own learning process when I was a student, is one reason per se, as I used to observe my teachers and their methodologies. I also used to think of more effective and productive activities to provide to students in order to develop proficiency skills.

**P 8: Narrative T4.rtf - 8:3 [Another important event that h..] (9:9) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Another important event that had an impact on my development was the experience with foreign cultures, when I had the opportunity to meet some people from the USA and share ideas and thoughts without limits.

**P 8: Narrative T4.rtf - 8:4 [Then, I wanted other people an..] (9:9) (Super)**

Codes: [TEACHER LEARNING AS REFLECTIVE PRACTICE]

No memos

Then, I wanted other people and most of all, children, to have the same experience to grow up in their personal aspect. Due to the events already described, I could get enough determination to become a teacher and an agent of change for society.

**P 8: Narrative T4.rtf - 8:5 [Due to the events already desc..] (9:9) (Super)**

Codes: [TEACHER LEARNING AS PERSONAL CONSTRUCTION]

No memos

Due to the events already described, I could get enough determination to become a teacher and an agent of change for society.

**P 9: Entrevista T4.rtf - 9:1 [Bueno, luego de ver una serie ..] (7:7) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno, luego de ver una serie de enseñanzas de metodologías sobre las distintas habilidades, después había que aplicarlas en el aula de clases, esa fue una muy bonita experiencia y muy informadora.

**P 9: Entrevista T4.rtf - 9:2 [Bueno, incluía la parte concep..] (11:11) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno, incluía la parte conceptual, cómo se desarrolla una clase, el desarrollo de las distintas habilidades, los pasos a seguir, todas las estrategias que se utilizan para el desarrollo de cada una de las habilidades. Mucha cosas muy importantes de nuestra vida como profesores.

**P 9: Entrevista T4.rtf - 9:3 [En mucha ocasiones, te centras..] (9:9) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

En mucha ocasiones, te centras en el aprendizaje en sólo una habilidad o dos habilidades, y muchas veces te olvidas de integrar todas esas partes de todas esas habilidades en el desarrollo de una clase.

**P 9: Entrevista T4.rtf - 9:4 [Por lo menos eso que no teníam..] (15:15) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Por lo menos eso que no teníamos en cuenta siempre nos centrábamos de pronto en la parte gramatical algo de pronunciación algo de lectura pero no tenía en claro de incluir todo esas habilidades en una clase, eso fue lo que más aprendí.

**P 9: Entrevista T4.rtf - 9:5 [Como integrar todas las habili..] (17:17) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Como integrar todas las habilidades en el desarrollo de la clase

**P 9: Entrevista T4.rtf - 9:6 [Bueno, usualmente lo pongo en ..] (19:19) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Bueno, usualmente lo pongo en práctica, porque hay algunos núcleos temáticos que son un poco más difíciles, entonces hay que enseñárselos a los estudiantes del punto de vista que ellos estaban acostumbrados porque muestran muchas falencias en esa parte, cuando ya se mueve esa parte regresamos nuevamente a integrar todas las habilidades.

**P 9: Entrevista T4.rtf - 9:7 [Bueno realmente desde el punto..] (29:29) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Bueno realmente desde el punto de vista del aula de clases era siempre la misma repetidora, la gramática siempre, de la parte autodidacta que no deja de hacer parte del crecer al ser humano, entonces me surtía de esa experiencia con otros compañeros que estudiaban inglés y siempre me gustaba leer y ver las películas y las canciones

**P 9: Entrevista T4.rtf - 9:8 [Bueno, porque afortunadamente ..] (33:33) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Bueno, porque afortunadamente somos una institución que hace cinco años está recibiendo apoyo didáctico de diferentes extranjeros, de cada uno de ellos, de cuatro de ellos que hemos tenido y que han estado aportando su conocimiento muy bueno para el proceso de crecimiento mío y de los estudiantes también

**P 9: Entrevista T4.rtf - 9:9 [Bueno, sobre todo el manejo de..] (35:35) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bueno, sobre todo el manejo de inglés directo, ya por experiencia directa el contacto con ellos, el poder conversar y que la realidad que los muchachos vean pues no es un montaje de un libro sino una situación real que se presenta en la clase.

**P 9: Entrevista T4.rtf - 9:10 [Bien, en esos momentos que est..] (42:42) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Bien, en esos momentos que estuvimos compartiendo, nos tocaba poner en práctica elaborar el plan de clases, seguir los distintos pasos para la elaboración de un plan de clases, y como integrar las distintas habilidades en un mismo contexto. Esa fue la responsabilidad de nosotros poner en práctica eso que habíamos aprendido en la universidad y que se hacía una observación directa en las aulas de clases

**P 9: Entrevista T4.rtf - 9:11 [Pero en la realidad cuando hay..] (46:46) (Super)**

Codes: [TEACHER LEARNING IN PRACTICE]

No memos

Pero en la realidad cuando hay unos núcleos o unos temas, a los que yo me refiero ahí, unos temas que para los estudiantes es difícil para ellos hasta entenderlos en español, entonces hay que abandonar un poco esa metodología integradora por llamarlo así, y regresar a la práctica de enseñarles primero la gramática para que ellos puedan entender después esa estructura o esa gramática en un contexto como debería ser.

**P 9: Entrevista T4.rtf - 9:12 [Bueno algunos de esos docentes..] (50:50) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Bueno algunos de esos docentes, yo creo que la gran mayoría aportaron ese crecimiento profesional mío, esas habilidades que ellos tenían para orientar las clases, cada uno fue aportando ese granito de arena y de cada uno de ellos aprendiendo las diferentes estrategias

**P 9: Entrevista T4.rtf - 9:13 [Por lo menos las formas de ori..] (52:52) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos



Por lo menos las formas de orientar las clases, nos dejaban muy claro los distintos tipos de estudiantes que podíamos encontrar en un aula de clases y cómo funcionaba tal estrategia en un sitio y no funcionaba en otro.

**P 9: Entrevista T4.rtf - 9:14 [Sí, por lo menos cuando hablam..] (54:54) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING]

No memos

Sí, por lo menos cuando hablamos de los estilos de aprendizaje diferenciar a esos estudiantes que son muy buenos escuchando, pero son muy malos de pronto en la parte del “speaking” por decir así o algunos que son muy bueno en lectura pero son muy malos en escritura, entonces muchas de esas podemos llamarlos “tips” de cómo manejar esa situación.

**P 9: Entrevista T4.rtf - 9:15 [Bueno bastante, bastante, con ..] (56:56) (Super)**

Codes: [WAYS OF TEACHER LEARNING]

No memos

Bueno bastante, bastante, con ellos se ha incrementado bastante mi habilidad para el “listening” o el “speaking” que de pronto uno se aleja un poco de la práctica, verdad? pero al tener un compañero ahí permanente en la práctica con el idioma, tú sientes que vas cada día mejorando esa habilidad.

**P 9: Entrevista T4.rtf - 9:16 [El uso de las tecnologías, el ..] (60:60) (Super)**

Codes: [EXAMPLES OF TEACHER LEARNING] [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

El uso de las tecnologías, el avance de las tecnologías en los procesos de enseñanza y aprendizaje de inglés que lo hemos estado aprendiendo en los distintos eventos, en la semana del bilingüismo del distrito nos han aportado mucho en cuanto a esa estrategia y recursos.

**P 9: Entrevista T4.rtf - 9:17 [Por parte del Ministerio de Ed..] (25:25) (Super)**

Codes: [PROFESIONAL DEVELOPMENT ACTIVITIES]

No memos

Por parte del Ministerio de Educación estamos teniendo una mentora que viene periódicamente a revisar nuestro trabajo, a revisarnos las clases, a dar unas sugerencias nuevamente para revisar todo ese proceso que aprendimos.